Erasmus+ Programme – Strategic Partnership for Adult Education
Project No. 2016-1-RO01-KA204-024799
Supporting People Affected by Cancer in their Social and Professional Life (SPAC)

Report on how to Live and Work with Cancer in Partner Countries

‘This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.’
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Introduction

There are only very few diseases in the world that have such a strong psychological impact as cancer. In terms of diseases, it is the second most frequent cause of death, just after cardiovascular diseases. Romania, Czech Republic and Turkey are among the countries with the largest share of deaths caused by cancer in the entire world and the percentage of the sick is still rising.

One of the key points in fighting cancer is one’s state of mind, positive attitude and the will to fight on. At the same time, the disease has very serious impact on a person’s psychological state. The insecurity, difficult decisions connected to the treatment and other difficulties present a serious problem and a challenge for cancer both patients and those close to them.

The project “Supporting people affected by cancer in their social and professional life” aims to raise awareness among adult learners on how the Internet and social media/networks can help to increase their chances on integrating back into the society. It will provide them with new skills and competencies that will contribute to their professional and personal development.

To say it simply, the aim of the SPAC project is to empower the people with cancer and people working with/for persons with cancer to be more confident, financially independent and appreciated by their family and community and to find a way to involve them in social life.

Goals of the Report on how to Live and Work with Cancer in Partner Countries

1. Explaining the process of making the list of skills and competencies.

2. Describe the stages of the curriculum development for the entire online course (mentioning the contribution of each partner involved in the project - UMF, APSCO, ANT, CVTHS).

3. Presentation of the modules and standards required to achieve them.

4. Introducing the step-wise process of developing the assessment instrument.

Who are the target groups of the project?

The project is targeted not only at cancer patients, but also at people close to them, those who work with them or others, who can have an impact on cancer patient’s mental health. That includes their families and loved ones, but we must not forget others, who come to contact with cancer patients – even their employer.

- Cancer patients
- Psychologists
- Caregivers
- Employers
- Medical staff
- Social workers
- Volunteers
The partners involved in the project:

Institutul Postliceal Phoenix Asociatie (IPP), Romania

Institutul Postliceal Phoenix (IPP) is an NGO, situated in North-West Romania, working at national level.

Since 2006 the organization provides adult training courses, qualifications/specializations for the following occupations: Art director, DTP-designer, Web designer, Graphic design, Human resources inspector. It also offers modules in word processing, data bases, graphic design, multimedia and Internet skills. Most of their activities have targeted vulnerable groups: disabled people, Roma minority, young people from placement centers, people from rural areas, migrants and unemployed people. During the period 2008-2015 the organization has developed Phare, Leonardo da Vinci, Grundtvig, Erasmus for Young Entrepreneurs and European Social Founds projects with the purpose of increasing the social and professional integration of vulnerable groups from North-West, Central and South-East Regions of Romania and to promote the entrepreneurial spirit. An important result of the exchange of best practices accomplished during the EU partnerships was the development of the Moodle-based e-learning environment in the Adult Education department.

Since 2013 the organization has developed the Oncosuport department in order to help the reintegration of people with cancer in the social and professional life, providing: ICT courses, nutrition courses, psychosocial support activities, occupational therapy. The activity of the Oncosuport department is voluntary. Since April 2017, the Oncosuport department is accredited by the Ministry of Labor for Social Services.

The association is founder member of Cluj SMEs Business Women Patronat, Romanian Accredited Trainer Organizations Patronat and Integrative Medicine Patronat.

Asociatia Pentru Servicii Comunicare in Oncologie (APSCO), Romania

Romanian Association for Services and Communication in Oncology - APSCO is a non-profit association whose goal is informing and changing patients and societies’ mentality regarding cancer diagnosis, physical and mental rehabilitation of cancer patients, promoting and implementing their rights, psychosocial cancer care for patients and their families, as well as giving support to medical staff in order to provide complex and complete services which contribute to quality of life improvement.

APSCO unreservedly endorses the IPOS International Quality Standard of Cancer Care: 1. Psychosocial cancer care should be recognized as a universal human right; 2. Quality cancer care must integrate the psychosocial domain into routine care; 3. Distress should be measured as the 6th Vital Sign after temperature, blood pressure, pulse, respiratory rate and pain. The IPOS Multilingual Core Psycho-Oncology Curriculum in Romanian was officially launched in 2015 with APSCO's full support and collaboration.

APSCO received approval for partnership with the Faculty of Sociology and Social Work of „Babeș-Bolyai” University, and is active member of the Google for Nonprofits program. In 2016 APSCO provided the first cancer distress screening app available on Android platform in Romanian and Hungarian.
INSTITUT INPRO, a.s. (INPRO), Czech Republic

INSTITUT INPRO, a.s. is an educational and counselling organization which is operating mainly in the fields of adult education, vocational training and in the conceptual frame of lifelong learning. The organization was established in 1971. Today, the organization employs approximately 8 specialists as permanent staff and, in addition, cooperates with approx. 100 well selected freelancers, external lecturers and advisors for development of particular projects on regular basis.

Main activities of the organization include long-term certified educational courses from various fields (Marketing, Sales, HRM etc.) open for broad public on regular basis. INSTITUT INPRO, a.s. organises educational courses for companies, develops modern forms of education such as different types of ICT tools incorporated into the different clients' e-learning systems, prepares and implements various national and international projects in the frame of European Social Fund, Erasmus+ and other Community Programmes.

INSTITUT INPRO, a.s. is very active in the area of entrepreneurial education, soft skills training and training of Human Resource Management. The organization implements certified course of HRM on regular basis. This course Human Resource Management is a comprehensive modular training program that enables participants to acquire the knowledge, skills and abilities of best current European practices in the field of HR. At the same time, it helps to create conditions for the introduction of professionalism in the field of human resources management, professionalism comparable with other developed EU countries.

Çay Vocational and Technical High School (CVTHS), Turkey

Çay Vocational and Technical Anatolian High School is a health school that educates nurses and emergency medical technicians in our province. It has enough skills in the field and is ready to start work after graduation. Seminars and meetings are held with the experts in the field of cancer in the courses related to the curriculum and in health informing studies conducted in other schools and non-governmental organizations.

In hospitals and internships, our students work with medical staff to provide services such as informing the society and patients about psychosocial cancer care together with their teachers, contributing to raising the quality of life.

Rize RTEÜ Robotic Oncology Centre has been approved by our ethics committee and we have gotten our cancer studies with our Rize Cancer Control and Life Centre and our non-governmental org.

Universitatea de Medicina si Farmacie “Iuliu Hateganu” Cluj-Napoca (UMF), Romania

“Iuliu Hațieganu” University of Medicine and Pharmacy Cluj-Napoca (UMF Cluj) is the oldest medical Higher Education institution of Transylvania, its history goes back five centuries ago, being considered one of the most reputable university of the country. As early as its foundation in 1919, its mission had been to provide high-quality education, training and research aimed at excellence in healthcare. Part of the University, the Faculty of Medicine from Cluj-Napoca is among the first two universities in the country in results wise. It stands out through its educational offer: 4 undergraduate programs, 11 master’s programs, the doctoral school and numerous residency specializations. Up to present, 52 projects for which UMF acted as coordinator have been financed.
within European and international financing programmes (e.g. RDI –national programmes: Human Resources, Ideas, Partnership, Innovation, Capacities, Erasmus) or Horizon 2020, FP-7. Through the "Quality and professional competence in European medical education and management of educational activities" E-MediQual, being an partner in implementation, UMF has contributed to the development and implementation of innovative instruments based on ICT, a support, monitoring and evaluation of teaching and learning and achieving a harmonized transnational and multiregional curricula. This project has improved the quality of medical education activities through the implementation of a new curricula structure, integrative student oriented and supported by innovative software tools for monitoring and evaluation of quality. The clinical education, offered to students and residents is provided in University hospitals, integrating lectures and bedside teaching. The clinical education is enhanced by the Centre for Simulation and Practical Skills (http://www.umfcluj.ro/en/educatie-uk/resurse-uk/centrudesimulare-uk), a valuable recent investment.

ANT Fondazione ANT Italia (ANT), Italy

“Founded in Bologna in 1978 by Professor Franco Pannuti, the non-profit organization, ANT Foundation Italy, is one of the leading private organizations working in Italy in the field of palliative care and pain management. ANT provides free social-health assistance at home to cancer sufferers and it runs free of charge cancer prevention initiatives. ANT’s philosophy can be summed up by the term “Eubiosia” (from the Greek “good life”), meaning overall quality to guarantee a dignified life right up until one’s last breath.

The foundation, with its Head Office in Bologna, operates nationwide, through over 120 local groups, known as ANT Delegations, which are responsible for coordinating fundraising at local level.

ANT is the most experienced provider of free home care to tumor sufferers in Italy and Europe. Since 1985, ANT has assisted more than 110,000 sufferers, completely free of charge, in 20 home oncology clinics (ODO-ANT) in 10 Italian regions. There are currently 4,000 patients receiving care throughout Italy every day. ANT offers specialized care provided by 433 healthcare professionals, including doctors, nurses, psychologists, nutritionists, physiotherapists, social-health workers, pharmacists and other employees, who are able to provide patients with round the clock care, 365 days of the year. Since 1988 ANT has teamed this care with a psychology service to provide help, support and comfort to cancer sufferers and their families.

ANT is committed also committed to cancer prevention (with free services available to diagnose early signs of skin cancer, thyroid tumors, breast and gynecological neoplasia). Finally, training and research activities.
List of skills and competencies on - “Learning how to live and work with cancer”

Making the list of skills and competencies

Accomplishment of the list of skills and competences was carried out in several stages. Thus, in the first phase, types of sources of information were agreed upon. Due to the easy accessibility, electronic sources have been chosen, followed by the creation of a database with peer-reviewed articles and best practice guides in the field of psycho-oncology. The second phase involved organizing the sources and selecting the most appropriate ones for the proposed activity in O3 - necessary timeframe was allocated to sort them out. That was followed by the drafting phase. A first draft with the list of skills and competencies were sent out by e-mail to all the partners involved in the SPAC project asking for their feedback. In the last phase the final list was reviewed and finalized, according to suggestions received from our collaborators.

Materials and peer-reviewed articles have been accessed from online platforms such as:

**PubMed** - a free on-line resource developed and maintained by the National Center for Information Biotechnology (NCBI) and the National Medical Library (NLM) at the National Institute of Health (NIH), from the U.S.

**Wiley Online Library** - hosts the world’s largest and most complex online multidisciplinary collection of online resources covering areas such as life, health / physical sciences, social sciences, and humanities.

**Canadian Oncology Nursing Journal** - is the official publication of the Canadian Association of Nurses in Oncology, and is dedicated to professional healthcare information on caring for cancer patients.

Feedback from partners

Partner feedback clarified three particularly prominent issues:

1. Need for a single list of skills and competencies;

2. Generalization of the content of information, due to the addressability of a wide and heterogeneous target group;

3. Responsibility of reviewing and/or completing the list of skills and competencies by each partner in O3, according to the module they are involved in.

**IPP** suggested creating a single list of skills and competencies focusing on "Practice Areas - Skills and Competencies" and excluding the list of "Competencies Required for Health Professionals" - considered inconsistent with the need for general content within this SPAC course. Changes were also recommended and made to Module 1 - Living with cancer.
INPRO agreed with the initial draft of the document including the first list of skills and competencies. Editing corrections were also made in English.

ANT agreed with the initial list of skills and competencies and extended it. New skills and competencies were added to Module 3 - Cancer and work.

UMF and Cay Mesleki Ve Teknik Anadolu Lisesi agreed with the original list of skills and competencies proposed by APSCO.

For details please see Annex I, which contain the list of skills and competencies.

**Curriculum development for the open resource education course - “Learning how to live and work with cancer”**

**Making the curriculum for the online course**

The process of developing the curriculum has been carried out in several stages.

Thus, in the first phase the structure of the document was decided. The first step was to select the optimal version of an eligible structure for an online course dedicated to both oncology professionals and patients, also including their relatives and significant others. Initially we had three versions, opting for the one accepted by most of the partners involved in the SPAC project, due to its accessible structure and simplified format. The completion of the draft for all four modules followed, based on documents from the relevant literature. The last step consisted in creating a draft curriculum for O3, sending it through e-mail to all partners involved in the SPAC project, and waiting for their feedback to complete the last version. The last step was to finalize the curriculum, according to the suggestions received from the SPAC collaborators at the transnational meeting in Bologna.

**Feedback from partners**

Partner feedback clarified the content of each module.

**UMF** brought additions to Module 1 - Living with cancer, setting out general themes:

- Introduction to general aspects of neoplastic disease
- Diagnosis and treatment steps
- Recurrence information
- The repercussions of neoplastic disease on patient’s life as a whole

**APSCO** has set the overall objectives for each module, focusing on Module 2 - Communication with people affected by distress. The general themes here are the following:

- Introduction to the psychological problems faced by people affected by cancer at different stages of care
• Facts about cancer distress
• Introduction to aspects of the social and professional life of patients and their relatives
• The range of abilities and attitudes necessary for communicating with oncology patients

**ANT** has set the content of Module 3 - Cancer at workplace. Returning to work after cancer/Professional reinsertion. The general themes of this module are:

• Introduction to the psychosocial problems faced by people affected by cancer and their effects on professional life
• Information on creating a supportive organizational climate
• National and regional laws
• Return to work
• Communication and psycho-education

**CVTHS** has established the structure for Module 4 Security and Privacy on the Internet. The general themes of Module 4 are:

• Internet development
• Historical presentation
• Ethical principles of the online / Internet environment
• Privacy in the virtual / Internet environment
• Security in the virtual environment
• The use of the Internet for health-related issues in Turkey

The online course in the project "People Affected Supporting by Cancer in Their Social and Professional Life" - SPAC aims to sensitize adult learners on how the Internet and social / media networks can increase the chances of (re)integrating into society. The course will provide those interested with new skills and competences that will contribute to their professional and personal development.

The level of understanding and the usefulness of the information in each module will be optimized through direct involvement of the participants and will be reflected in the selected materials and specifically in the regular use of the SPAC online platform dedicated to this course.

For this on-line course, participants will be involved in the following types of activities:

a) consultation of the modules
b) performing the recommended tasks and activities

c) active participation on the online SPAC platform

d) involvement in module evaluation

The tools required to go through all the modules are:

- computer / laptop

- Internet connection

- SPAC platform account

The curriculum structure for the on-line course in the project "Supporting Cancer Affected People in their Social and Professional Life" - SPAC includes both specific skills, competences and assessment, evaluation criteria.

For details please see Annex II, which contain the curricula for the modules.

**Modules development for the open resource education course - “Learning how to live and work with cancer”**

**Making the modules for the SPAC online course**

The process of developing modules for the SPAC online course was carried out in several stages.

Thus, in the first phase, drafts of Power Point (PPT) modules were created by the SPAC partners. In this first step choosing scientifically validated sources of information and documents from the scientific literature was an essential requirement.

The completion phase with the selected information for each module followed. Particular attention was paid to specific topics of each subchapter for each module so that their content would be 15-20 minutes / theme.

Here, also suggestive photos were selected from the website https://visualsonline.cancer.gov/, for which we did not need copyright.

Further, audio materials were inserted into the contents of specific modules related to themes being discussed in them, with the consent of the persons involved.

In order to accommodate users of the online SPAC course "Supporting people affected by cancer in their social and professional life”, we also opted for the introduction of self-reflection exercises, too.

The selected language for the content of modules was one of a lay interface, avoiding the professional language, so that the SPAC course can be accessed regardless of the professional training background. All PPT presentations included audio narration in the PowerPoint Notes section.
Another stage was the elaboration of a separate folder with additional materials in support of better comprehension, understanding and adaptation to the content of the SPAC course.

The last step consisted of preparing the modules in English and sending them for feedback and approval to all partners involved in the SPAC project.

**Development criteria**

Below are the points we commonly agreed upon regarding the draft of O3 modules:

1. We will make the draft of the four modules in Power Point (PPT).

2. We will use or we will develop ORMs (open resource materials). Make sure to cite and acknowledge ORMs as requested by the CC (Common Creative) policy.

3. We will draft guided PPT presentations with narration (audio). Narration text will be included in the Notes section of the PPT.

4. Photos or short videos are recommended to be included in the PPT. Please ask for informed consent before using multimedia materials with patients or relatives.

5. Topics (sub-chapters) related to each module shall not be more than 15-20 minutes in length. Length of topics related to the four modules could be less.

6. Module(s) users should have a rewarding experience in order to accomplish courses on the SPAC platform. Medals, points, stars and/or badges have been proposed for sub-chapters and a certificate (diploma) of achievement for the full accomplishment of the SPAC course.

7. We will have to include exercises in all the four modules (e.g. questions for self-reflection; questions with multiple options; questions to ask from your doctor; referral for more information or resources, etc.).

8. It is highly recommended to focalize on what to do / do not. Make a clear list of it.

9. Include myths and discuss them in your modules, if relevant.

10. Please, use a user-friendly language, from the perspective of patients and people affected by cancer. Avoid strong professional language.

11. We will need to have an initial and a final assessment (later on) for each module.

12. The draft of O3 modules will be prepared in English and sent to all of us for feedback and approval.
Evaluating the curriculum for O3 was a process of measuring and assessing the value of the information contained in the proposed modules, topics and the effectiveness of additional materials and educational strategies used, comparing the outcomes/responses with the proposed objectives in order to make improvement and refinement decisions.

Developing the evaluation instruments

Evaluating the curriculum for O3 was a process of measuring and assessing the value of the information contained in the proposed modules, topics and the effectiveness of additional materials and educational strategies used, comparing the outcomes/responses with the proposed objectives in order to make improvement and refinement decisions.

The evaluation process has been phased.

The first step was to assess competencies. In this respect, taking as example Module 2, a list of 25 general questions (with closed and open-ended questions) was made, including the demographic data of participants, too. Subsequently, following the feedback received from the partners and the meeting organized at the Phoenix Postsecondary Institute, Cluj-Napoca, it was chosen the idea of evaluating the learning modules once at the end of the whole course and at the same time of a unitary approach to making slides for each competency. More specifically, it has been suggested to reduce the number of questions, thus formulating one single focused competence per topic - for the competence assessment questionnaire and a single questionnaire for evaluating all modules - at the completion of the course. Further, open-ended questions were omitted and correct answers for all questions were inserted for each question in order to have a better evaluation accuracy.

In the next stage the evaluation tools were reviewed based on the methodology proposed by INPRO - “Initial and final testing of the modules - basic methodology”.

The last step was to translate evaluation instruments into English to post them on the SPAC platform.

Evaluation of skills and competencies will be part of the Recognition Guide.

Modules evaluation based on feedback from SPAC platform users

"This is a well-planned and easy course for both people in the medical and patient system. The course provides a clear insight into what cancer diagnosis is for a patient and for his family and how their lives are influenced of this disease." I.D.

"Especially from the perspective of a medical student, it is sometimes difficult to fully understand all the psychological and emotional implications of cancer in the lives of our patients, as we are accustomed to reading about the disease, the symptoms, and forgetting that all the general information will be found in the life of someone who will experience them differently in a complex way that requires time, understanding and patience both from the family (which also requires education) and from the medical staff. This course, through its short and focused format, has
provided a human and complex look at cancer and all its consequences, be it social, physical, emotional and easy to follow and understand.” A.M.

"In the desire to help people in difficulty, everyone behind such a project deserves all our respect and appreciation because you have sacrificed a lot of time with the patients and offer support in addition to those who stand by loved ones in the suffering. The information provided is of real use in understanding the complex pathology of people affected not only physically but also mentally.” G.G.

"It is easier to escalate Everest than to understand a person who cannot follow his dreams, but this course helps you understand how important you are as a person in the process of supporting and caring for the patient at the psychological level." C.G.

"I am glad and thank the people involved that there is such a project, which in my view helps both the caretakers and the people directly affected by cancer." C.S.

"I want to thank you for the current course, given the usefulness of the information presented. As for cancer patients, I think it is important to understand the role of the caregivers in their care. The psycho-oncological communication material, more specifically, I thought it was very important to me, so I already started using this example of validation when I do distress screening. Indeed, all the information will help me to develop the communication skills with the patients, namely to understand their varied needs." B.M.

"From the point of view of the medical staff relating with cancer patients, the course seems very useful to me. It seems to me that you are developing a great deal of communication skills with these patients daily." I.G.

To evaluate how the information contained in the modules reaches the learners, the partners created a feedback questionnaire for each module. The answers to these questionnaires will help us to improve the content of the module, or they presentation form. For details please see Annex IV.

**Guides for O3**

INPRO developed two guides for trainers and trainees that aim to promote informal non-formal learning with the help of the Internet. For details please see Annex III.

**Conclusions**

The overall purpose of the SPAC project is to provide people with cancer and people working with / for people affected by a malignant pathology, more confidence and involvement in the family, social and professional life.
Annexes

I. List of skills and competencies

II. Curricula

III. INPRO Guides

IV. Evaluation questionnaire for modules
ANNEX I.
Erasmus+ Programme – Strategic Partnership for Adult Education

Project No. 2016-1-RO01-KA204-024799

Supporting People Affected by Cancer in their Social and Professional Life (SPAC)

Responsible partner: APSCO
Information for partners: List of skills and competencies on “Learning how to live and work with cancer” approved by all partners

List of skills and competencies on “Learning how to live and work with cancer”

- Awareness and understanding of the key concepts and general information on cancer, diagnosis, treatments and relapse
- Awareness and understanding of the key concepts about communicating with the oncology patient
- Awareness and understanding of the ways in which distress affects social, professional and personal life
- Awareness and understanding the key aspects of reinsertion and patient’s adaptation to work / return to work
- Awareness and development of the ability to use online communication channels to obtain information about learning how to leave and work with cancer

Domains of practice – Associated skills and competencies

<table>
<thead>
<tr>
<th>Domains of practice</th>
<th>Associated skills and competencies</th>
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1. **Living with cancer**

Facilitating to provide general information about: what cancer is, how diagnosis and treatment work, how relapse appears, how cancer affects people's lives and those caring for them: their relationships, employment and lifestyle.

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<table>
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<tbody>
<tr>
<td>To provide information to patients and families across the cancer continuum, through transitions and changes in goals of care;</td>
<td>To serve as the conduit of information between patient and health care team;</td>
</tr>
<tr>
<td>To possess sufficient knowledge to discuss in depth aspects of treatment options and side effects, disease process, and management within various clinical and social contexts;</td>
<td>To have a correct information about cancer disease in general;</td>
</tr>
<tr>
<td>To know what additional information you need to receive from the oncologist when you receive the diagnosis;</td>
<td>To understand the tests commonly use to look for and diagnose cancer (imaging tests, endoscopy procedures, biopsy and cytology tests);</td>
</tr>
<tr>
<td>To know what chemotherapy is, in which situation it applies, what are the possible side effects and other downsides of the treatment; How likely are they;</td>
<td>To know what radiation therapy is, in which situation it applies, what are the possible side effects and other downsides of the treatment; How likely are they;</td>
</tr>
<tr>
<td>To know what surgery is, in which situation it applies, what are the possible side effects and other downsides of the treatment; How likely are they;</td>
<td>To know what alternative medicine is, in which situation it applies, what are the possible side effects and other downsides of the treatment; How likely are they;</td>
</tr>
<tr>
<td>To understand the importance of a good communication between people with cancer and those who care about them;</td>
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</table>
| 2. **Communication and cancer distress**  
Increasing basic understanding about psychological problems of persons with cancer, about distress and how it affects the social and the professional life of persons with cancer and their caregivers and to offer basic skills needed by people working with people with cancer and dealing with people in distress and empower patients. | To provide information to patients and families across the cancer continuum, through transitions and changes in goals of care related to cancer distress;  
To provide information about the distress concept;  
To have a correct information about communication in cancer;  
To identify important outcomes of communication with cancer patients;  
To identify five core objectives of most clinical encounters with cancer patients and families;  
To understand how to identify patients with distress;  
To know a strategy for dealing with patient emotions;  
To understand the concept of “family” within the cancer concept; |
|---|---|
| **3. Cancer at work place**  
Returning to work after cancer. | To promote a supportive working environment that can help the patient and avoid discriminations (addressed to employers and colleagues);  
To know patients’ rights about work and what are the laws that protects them;  
To provide information about professional reorientation;  
To face economic worries linked to working changes (absences, work quality, salary reduction, etc.);  
To know how to maintain an active working role and how to talk to their doctor to conciliate therapy and daily work;  
To provide information about how to talk about cancer at work; |
| **4. Security and Privacy on the Internet**  
Offering information and measures for the protection of devices against viruses, software and other threats. | To provide information about security and privacy on the internet;  
To understand security protections such as access control, data security related to the use of information technology in practice; |
References:

https://www.ncbi.nlm.nih.gov/books/NBK4004/

http://jamanetwork.com.proxy.lib.uiowa.edu/journals/jamainternalmedicine/fullarticle/621015


https://www.ncbi.nlm.nih.gov/books/NBK202149/

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https://www.ncbi.nlm.nih.gov/books/NBK221519/
ANNEX II.
Erasmus+ Programme – Strategic Partnership for Adult Education
Project No. 2016-1-RO01-KA204-024799
“Supporting people affected by cancer in their social and professional life”— (SPAC)

Activity: 13.11.2017-10.01.2018

Partner information: Creating a curriculum for the SPAC online course

1. General information
1.1. Contact details of course holders and trainers:

- "University of Medicine and Pharmacy Cluj-Napoca"
  Address: No. 8, Victor Babeş Street, 400012, Cluj-Napoca

- "Association for Services and Communication in Oncology"
  Address: Sanzieni, 644, CV, Romania

- "ANT Foundation"
  Address: via Jacopo di Paolo, 36, 40128 – Bologna

- "ÇAY MESLEKI VE TEKNIK ANADOLU LIŞESİ"
  Address: HayratMahallesi, Ziraatsok., 53100 Merkez/RizeMerkez/Rize, Turkey
1.2. Course identification data and tutors contact:

**Title of module 1:** Living with cancer

*Responsible:* University of Medicine and Pharmacy Cluj-Napoca

Phone: 0040-264-597-256

E-mail: contact@umfcluj.ro

Website: [http://www.umfcluj.ro/](http://www.umfcluj.ro/)

**Title of module 2:** Communication with people affected by distress

*Responsible:* Association for Services and Communication in Oncology

Phone: 0040740210119

E-mail: apscocluj@gmail.com

Website: [http://www.psychooncology.ro/apscoen](http://www.psychooncology.ro/apscoen)
Title of module 3: Cancer at workplace. Returning to work after cancer/Professional reinsertion

**Responsible:** ANT Foundation

Phone: 0039 051 7190111 / 0039 051 377586

E-mail: info@ant.it

Website: www.ant.it

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Title of module 4: Security and Privacy on the Internet

**Responsible:** ÇAY MESLEKI VE TEKNİK ANADOLU LISESİ

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Website: www.rizeanadolusaglikmesleklisesi.meb.k12.tr
1.3. Prerequisites and previous knowledge

Enrolment in this course is unconditional, but addresses primarily to persons affected by cancer and those associated with them (careers, work colleagues, health professionals, etc.). Also, the knowledge acquired through the deepening of the various specialized materials can increase the accessibility of the proposed study topics. These prerequisites can be very useful in developing the skills and competences of each module and can facilitate the successful completion of the course.

1.4. Description of course

The course "Supporting people affected by cancer in their social and professional life" aims to sensitize adult learners of how the Internet and social / media networks can contribute to increasing the chances of integrating into society. The course will provide those interested with new skills and competences that will contribute to their professional and personal development.

1.5. Organizing topics during the course

The course is structured on four learning modules: (1) Living with cancer, (2) Communication with people in distress, (3) Cancer at workplace; Return to Workplace /Professional Reinsertion, (4) Security and Privacy on the Internet. The level of understanding and usefulness of the information in each module will be optimized, if you will be involved in the course support, you will reflect on the selected materials and in particular you will systematically use the online platform dedicated to this course. Also solving tasks and exercises at the end of each module increases and develops targeted skills and competences. If you will not be able to access the materials and information you need please contact the tutor of the module of interest.
1.6. The format and type of activities involved in the course

The course support is structured on four modules. Browsing them will involve individual work. Accessing the "Forum" section of the platform is a direct support for you from the owners and tutors. As far as the individual activity is concerned, it will materialize in learning/reading all the materials and in solving the tasks and exercises at the end of each module.

The way of assessing the course can be accomplished by filling in the evaluation questionnaire for each module. For passing of this course, participants will be involved in the following types of activities:

a) Reading the modules;
b) Performing the recommended tasks;
c) Active participation on the online platform;
d) Involvement in the evaluation module.

1.7. Bibliographic materials

In the course support section at the end of each module, the references are specified. The bibliographic sources have been established in a way that they offer the possibility of deepening the level of analysis and comprehension of each module.

1.8. Materials and tools needed:
- A computer / a laptop;
- An internet connection;
- A platform account/ID.

1.9. Recommended study strategies

For each module learners are encouraged to read the course support on the online platform. Completing the tasks at the end of each module will facilitate understanding and deepening of knowledge. The reading of each module and the solving of tasks guarantee important levels of understanding of the thematic content and at the same time increase the chances of successfully acquiring the skills and competences necessary for personal and professional development.
## MODULE I. LIVING WITH CANCER

Training duration: 3 hours

- theory: 2 hours
- practice: 1 hour

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<th>No.</th>
<th>SPECIFIC COMPETENCIES</th>
<th>TOPIC</th>
<th>METHODS</th>
<th>TEACHING AIDS, LEARNING MATERIALS</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Learners will understand what is cancer</td>
<td>Introduction to general information on neoplastic disease</td>
<td>Interactive presentation, Conversation, Independent work, Explanation</td>
<td>Video, Internet, Platform account, Computers</td>
<td>Learners can 1.1. Know the cause of cancer 1.2. Know the types of cancer</td>
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<td></td>
<td>Learners will</td>
<td>The diagnosis and the treatment steps</td>
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<td>Learners can</td>
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| 2. | Understand how the diagnosis is established and the principles of the treatment (chemotherapy, radiotherapy, surgery, novel agents) | Interactive presentation Conversation Independent work Explanation | Video Internet Platform account Computers PPT | 2.1. Know how is the diagnosis established  
2.2. Outline the imaging methods used in diagnosis  
2.3. Know what is a histopathological report  
2.4. Identify the types of cancer treatments and what is each one's role (surgery, chemotherapy, radiotherapy etc.) |
| 3. | Understand how relapse occurs | Relapse information Interactive presentation Conversation Independent work Explanation | Video Internet Platform account Computers | 3.1. Know what is relapse  
3.2. Know the effects of relapse |
MODULE II. COMMUNICATION WITH PEOPLE IN DISTRSS

Training duration: 3 hours
- theory: 2 hours
- practice: 1 hour

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<thead>
<tr>
<th>No.</th>
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<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>1</td>
<td>Learners will</td>
<td>Introduction to psychological problems faced by people</td>
<td>Interactive presentation</td>
<td>Video Internet</td>
<td>Learners can</td>
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</table>
|   | Understand the changes and transition periods from one stage of care to another | affected by cancer in different stages of care | Conversation | Platform account | 1.1. Outline the presentation of the relevant aspects of cancer for patients and their caregivers  
1.2. Know the main changes from one stage of care to another  
1.3. Know the current epidemiological situation regarding affective symptomatology of cancer patients |
|---|---|---|---|---|---|
| 2. | Learners will  
Understanding the concept of distress | The facets of oncological distress | Interactive presentation  
Conversation  
Independent work  
Explanation  
Problematization  
Study case | Video  
Internet  
Platform account  
Computers  
PPT | Learners can  
2.1. Know the basic definitions of the concept of oncological distress  
2.2. Outline easy guidelines for managing oncological distress in the patient  
2.3. Outline easy guidelines for managing oncological distress in the case of the caregiver |
| 3. | Learners will  
Understand how the social and professional lives of both patients and their careers are affected | Introduction into the social and professional life of patients and their careers | Interactive presentation  
Conversation  
Independent work  
Explanation | Video  
Internet  
Platform account  
Computers  
PPT | Learners can  
3.1. Know the difficulties faced by patients and their careers in social life  
3.2. Know the difficulties faced by patients and their careers in professional life |
Learners will understand basic skills of communication needed for people who are working with cancer patients. The range of skills and attitudes essential for communication with cancer patients includes interactive presentation, conversation, explanation, and independent work. Learners can:

4.1 Outline the basic definitions of communication.
4.2 Identify new and effective communication methods with the oncological patient.
4.3 Present minimum standards of good practice in communicating with oncological patients in distress for healthcare professionals and professionals.
MODULE III. CANCER AT WORKPLACE. RETURN TO EMPLOYMENT / PROFESSIONAL REINSERTION

Training duration: 5 hours
- theory: 2,5 hours
- practice: 2,5 hours

Addressed to patients, caregivers, employers and employees

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<th>METHODS</th>
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<th>PERFORMANCE CRITERIA</th>
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<td></td>
<td>Understand how the psychosocial and professional life of the oncological patient can be affected</td>
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<td>Interactive presentation</td>
<td>Video</td>
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Learners can
1.1. Outline the effect of cancer on people’s working lives
1.2. Know the effect of cancer on individual employees
1.3. Know the effect on colleagues, friends, families and carers
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<th></th>
<th>Learners will</th>
<th>The information to create a supportive organizational environment</th>
<th>Video</th>
<th>Learners can</th>
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<tr>
<td>2.</td>
<td>Acquire basic skills to promote a supportive organizational climate in order to protect the patient from discrimination</td>
<td>Interactive presentation, Conversation, Independent work, Explanation</td>
<td>Internet, Platform account, Computers, PPT</td>
<td>2.1. Know the actions to minimize the impact and to support the patient’s employees</td>
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</table>
| 3. | Knowledge of patients' rights in the workplace and the laws that protect them | National and Regional laws | Video, Internet, Platform account, Computers, PPT | 3.1. Identify the rights of patient in the workplace  
3.2. Know the legislation provided for patients |
| 4. | Provide information on professional reintegration | Return to work option | Video, Internet, Platform account, Computers, PPT | 4.1. Find out the employees’ needs  
4.2. Know the joint return-to-work planning  
4.3. Reasonable adjustments to support the reintegration |
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<th>5.</th>
<th>Learners will understand how to cope with personal emotions and reactions in front of colleagues affected by cancer</th>
<th>Psycho education - Communication</th>
<th>Video</th>
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<tr>
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<td>Interactive presentation</td>
<td>Internet</td>
<td>5.1. Cope with personal emotions</td>
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<td></td>
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<td>Conversation</td>
<td>Platform account</td>
<td>5.2. Manage personal reactions in front of colleagues affected by cancer or after the illness</td>
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<td></td>
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<td>Independent work</td>
<td>Computers</td>
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<td>Explanation</td>
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MODULE IV. SECURITY AND PRIVACY ON THE INTERNET

Training duration: 3 hours
- theory: 2 hours
- practice: 1 hour

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<td></td>
<td>1. Make definition of internet 1. Know the development of internet 3. Know usage areas of internet</td>
<td>Historical Development of Internet</td>
<td>Interactive presentation Conversation</td>
<td>Video Internet Computers</td>
<td>Learners can 1.1. Make definition of Internet 2.1. Know the development of Internet 3.1. Know usage areas of Internet 3.2. Find the information they want to learn from Internet 3.3. Share the information on the net 3.4. Use the applications on the Internet</td>
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<td>1. Know the concept of internet ethics 2. Explain the importance of obeying to ethical rules while using internet 3. Recognize the problems if they</td>
<td>Ethic of Internet</td>
<td>Interactive presentation Conversation</td>
<td>Computers Internet Video</td>
<td>Learners can 1.1. Make definition of Ethic 1.2. Give examples about Internet Ethics 2.1. Know threats against to</td>
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| violates ethical principles | Independent Work | information security | 2.2. Make definition of copyright
|   |   |   | 2.3. Know the risks of using copy software |
|   |   |   |   |
| 3. | Learners will | Privacy on the Internet | Learners can
|   |   |   | 1.1. Give examples for privacy information
|   |   |   | 2.1. Know that personal information should be secret
|   |   |   | 2.2. Know that password information shouldn't be shared
| 1. Determine the components that are important for privacy | Interactive presentation | Computers | 1.1. Make definition of virus types
| 2. Distinguish between the privacy information and shared information | Individual/Pair and Group work | Internet | 1.2. Recognize the dangers while downloading the files from Internet
|   |   | Video | 1.3. Give examples about some negative situations related to virus
|   |   | Ohp | 2.1. Know that they should use antivirus program
|   |   |   | 2.2. Use the program to clean virus
|   |   |   | 3.1. Know the essential points to create password
|   |   |   | 3.2. Know harmful software such as Spam, Virus, Pop up
|   |   |   | 4.1. Know the ways how to get antivirus program
|   |   |   | 4.2. Distinguish between licensed
| 4. | Learners will | Security on the Internet |   |
|   |   |   |   |
|   |   |   |   | 1. Know that virus and harmful software
|   |   |   | 2. Know the ways of protect from virus and other harmful software
|   |   |   | 3. Use the strong password
|   |   |   | 4. Know the types of software
|   |   |   | 5. Know the security software
|   |   | Interactive presentation | Computers
|   |   | Conversation | Internet
|   |   | Independent Work | Video
|   |   | Pair Work | Ohp
|   |   |   |   |
|   |   |   |   | 1.1. Make definition of virus types
|   |   |   | 1.2. Recognize the dangers while downloading the files from Internet
|   |   |   | 1.3. Give examples about some negative situations related to virus
|   |   |   | 2.1. Know that they should use antivirus program
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|   |   |   | 3.2. Know harmful software such as Spam, Virus, Pop up
|   |   |   | 4.1. Know the ways how to get antivirus program
|   |   |   | 4.2. Distinguish between licensed
| 5. | Learners will | Usage of Internet on Health Area in Turkey | Video | Video |
|    |   1. Know the importance of internet on health area |   2. Know the types of usage of internet on health area |   3. Know the hospital automation programs |   Simulation |   Internet |
|    |   1. Know the software of Health Ministry |   2. Know how to use health services |   Software and unlicensed software |   Demonstration |   Computers |
|    |   1.1. Know the services of Health Ministry |   1.2. Know how to use health services |   2.1. Know the software of Health Ministry |   Explanation |   PPT |
ANNEX III. a
Erasmus+ Programme – Strategic Partnership for Adult Education

Project No. 2016-1-RO01-KA204-024799

Supporting People Affected by Cancer in their Social and Professional Life (SPAC)

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<td>Responsible partner:</td>
<td>INSTITUT INPRO, a.s.</td>
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<tr>
<td>Information for partners:</td>
<td>Draft of the Trainer’s Guide to be approved by all partners</td>
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**Trainer’s Guide**

*How to prepare and use the study materials and keep the students interested.*

The materials are sorted into four separate modules:

1. Living with Cancer
2. Communication with People in Distress
3. Cancer at the Workplace
4. Security and Privacy on the Internet

One of the most important aspects of creating and maintaining an online course is to set clear goals and expectations, both for you as a teacher but also for the students. One of the key aspects is time management. We have to decide on questions such as: How much time can I spend on the course development, responding to students’ questions, discussions management, real time chats/videos, etc.? Keep it in mind while preparing the learning materials.

Also we have to carefully plan in what way we will relay the facts. Nowadays we can use a lot of different tools, e. g., online texts, presentations, videos or discussions where the users can actively participate.

The golden rule of information sharing is: **keep it simple but relevant.** It is important to present materials that contain clear facts and students are not bothered by overcomplicated text.

We also have to create space where the students can feel safe and where they can offer us feedback, tell us their complaints and suggestions. It is important to provide them with an option to ask additional questions.

The possibility to provide feedback will make the students feel more involved and it can make the program more personal and attractive. We can ask open questions, for example, if the information has been helpful or if they made progress and learned something new. Questions such as: “Have the others’ sharing of their stories helped you feel better about your situation? Do you feel supported? Do you have any suggestions? Could we somehow help you more?” are also relevant.
To keep people interested in our platform in the future, we need to show them that our information is relevant, updated and that it can be trusted, that we take the matter seriously. At the same time, we need to keep developing our own skills and educate ourselves so we can effectively teach and train others. Especially, if we are using modern technology, there are plenty of ways and sources for our personal development and developing new skills for online education.

One of the most important reasons for creating this platform was to offer high quality and valid information for people whom this topic concerns. If we want to keep the main idea behind this project, then regular maintenance is necessary. We have to fact check because the information can become outdated. We can also think about using newer and newer technologies which are being developed every day.
ANNEX III. b
Erasmus+ Programme – Strategic Partnership for Adult Education

Project No. 2016-1-RO01-KA204-024799
Supporting People Affected by Cancer in their Social and Professional Life (SPAC)

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<tr>
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<td>Draft of the Trainees’ Guide to be approved by all partners</td>
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**Trainees’ guide**

All of us keep educating ourselves during the course of our entire lives. We do it in different ways. When we say the words education and learning, we usually imagine classrooms, schools and the frontal way of learning. But most of the actual learning happens outside of schools. We can gain information in many different ways. We learn from our parents, later from our friends and co-workers and in matters regarding new technologies also from the younger generations. Lifelong education is a modern term that we hear quite frequently and the following materials can help you to better educate yourself and to obtain valid facts.

Our world is filled with information and it is often very difficult to separate the facts from fiction. When you search for vital information, such as information about cancer, it is essential to use reliable sources. That is why we put a lot of effort and engaged professionals to create the following learning materials.

We designed the learning material to be helpful for all members of our target groups:

- Cancer patients;
- psychologists;
- caregivers;
- employers;
- medical staff;
- social workers;
- volunteers.

These sources are here for you if you need valid facts and actual support. They were developed with the help of people who have experience with living and working with cancer. There are four separate learning modules with the following topics waiting for you:

1. Living with Cancer
2. Communication with People in Distress
3. Cancer at Workplace
4. Security and Privacy on the Internet
We do not want this platform to be just passive source of information. You can join the discussion and give us your feedback. With your active participation you can become a big part of this project. So we want to encourage you to be proactive and not to be afraid to ask questions.

In the following pages, there are clear and simple instructions about how to effectively use the website and learning materials regarding living and working with cancer.
Please help us evaluate this course, and fill out the following survey. Your opinions are very important in improving our courses. Please choose the answers that best match your opinions or feelings towards the course you took.

Module 1 Living with cancer

<table>
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<tr>
<th>I am satisfied with...</th>
<th>Strongly agree</th>
<th>Rather agree</th>
<th>Rather disagree</th>
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<th>I do not know / Not applicable</th>
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<td>What I learned from this module I considered being a valuable contribution to my day-to-day work.</td>
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</table>
What I learned from this module I considered being a valuable contribution to my personal development.

I would recommend this module to others – friends, families, colleagues, etc.

Considering the current module content, I would recommend:

- adding the following information / topics: ............................
- removing the following topics: .........................
- other recommendations: .........................

Module 2  Communicating with people in distress

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<th>I am satisfied with...</th>
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<td>What I learned from this module I considered being a valuable contribution to my day-to-day</td>
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</table>
What I learned from this module I considered being a valuable contribution to my personal development.

I would recommend this module to others – friends, families, colleagues, etc.

Considering the current module content, I would recommend:

- adding the following information / topics: ............................  
- removing the following topics: .......................  
- other recommendations: .......................  

**Module 3 Cancer at the workplace**

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What I learned from this module I considered being a valuable contribution to my day-to-day work.

What I learned from this module I considered being a valuable contribution to my personal development.

I would recommend this module to others – friends, families, colleagues, etc.

Considering the current module content, I would recommend:

- adding the following information / topics: ............................
- removing the following topics: .............................
- other recommendations: .................................

Module 4 Security and privacy on the Internet

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<th>I am satisfied with...</th>
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<td>... the length of the course module</td>
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<td>... how the module content was formulated</td>
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<td>... the quality of the information received and the solutions provided throughout the module.</td>
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<td>... the relevance and the utility of the information provided throughout the module.</td>
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What I learned from this module I considered being a valuable contribution to my day-to-day work.

What I learned from this module I considered being a valuable contribution to my personal development.

I would recommend this module to others – friends, families, colleagues, etc.

Considering the current module content, I would recommend:

- adding the following information / topics: ............................
- removing the following topics: ............................
- other recommendations: ............................

**General questions and suggestions for the whole course**

How did you find the online platform you used for this course? ............................

What were the aspects you enjoyed the most in the course? ............................

What were the aspects you enjoyed less in the course? ............................

What kind of errors or inaccurate/unclear information, if any, did you find in the course? ............................

What information or solutions from the course, if any, you found relevant for your daily work / practice?

In what way, if any, did the course help you to develop or improve your professional competencies? ............................
What were the emotions you experienced while taking this course? ..........................................................

Compared to other information available online, on the same topics of the course, how would you characterize the information you received throughout the course? .................................

What will be your final recommendations, suggestions you would give us for improving this course? .............................................

Thank you very much!