

MELODIC

Mental Health Support for Young Adults with Cancer

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WP3: Co-design guide and training to decrease health inequalities

Deliverable: 3.1. Melodic Curriculum

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Executive Summary

This deliverable report describes Melodic training curriculum and its development (the work package 3 (WP3): Co-design guide and training to decrease health inequalities. This curriculum will be accompanied later by Guide for continuing education for health care professionals on mental health needs of young adults affected by cancer.

Cancer is one of the most common diseases worldwide and imposes a significant physical, emotional, and social burden on patients, families, and societies (Caruso et al. 2020; Chang & Lai 2022). Mental health challenges such as anxiety, depression, and post-traumatic stress are frequent throughout the cancer journey (Lee et al. 2020), and may negatively affect quality of life, treatment engagement, and overall outcomes.

Young adults (YAs) with cancer face unique psychosocial issues related to for example identity, autonomy, education, career, and relationships. Cancer disrupts social maturation and increases vulnerability to mental health disorders (Neylon et al. 2023), making tailored support essential.

Despite the need, mental health concerns are frequently minimised or overlooked in cancer care due to limited resources and insufficient training among HCPs (Fernando et al. 2023). To ensure equitable, person-centred care, health care professionals must develop competencies in communication, early detection, screening and management of mental health issues. Strengthening knowledge and skills in supportive care, particularly for YAs, can lead to earlier interventions, improved collaboration, and better health outcomes.

This training programme curriculum was designed to strengthen healthcare professionals' ability to deliver holistic, person-centred care for YAs with cancer. Its primary purpose is to enhance knowledge and practical skills of health care professionals in recognising and addressing the unique psychosocial and mental health challenges faced by this age group. By focusing on screening, early detection, effective communication, and supportive interventions, the training aims to improve patient engagement, quality of life, and overall care outcomes.

A competence-based curriculum (level 7 in European Qualification framework) was co-designed and produced including learning outcomes, learning, teaching and assessment methods, implementation plan with Moodle platform development and learning materials and certification in co-operation with project partners, health care professionals and YAs with lived experience with cancer.

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1. Introduction

Cancer is among the most prevalent diseases in developed societies and poses a significant burden on individuals, families, and communities (EU Cancer Mission). Beyond its physical impact, a cancer diagnosis often profoundly affects mental and emotional well-being not only for patients but also for their close family members and caregivers (Zebrack et al., 2015; Kaul et al., 2017; Caruso et al., 2020). Mental health challenges such as anxiety, depression, and post-traumatic stress disorder are common alongside the physical illness (Mitchell et al., 2018; Lee et al., 2020).

Cancer care involves navigating complex physical, emotional, social, and financial stressors, making psychological support essential for overall well-being (Krishnasamy et al., 2023). Young adults (YAs) face unique psychosocial challenges during this stage of life, including issues related to identity, autonomy, education, career, and relationships (Zebrack et al., 2012; Warner et al., 2016). Cancer can disrupt social maturation and significantly affect quality of life and mental health for both patients and families (Nass et al., 2015; Neylon et al., 2023).

Despite these needs, mental health concerns in cancer care are often under-recognised or minimised by healthcare professionals (HCPs), who may lack the skills and resources to intervene effectively (Fernando et al., 2023; Granek, 2019). This gap can lead to poorer outcomes and reduced engagement in care (Grassi, 2017; Duggan, 2021). To provide equitable, person-centred cancer care, all HCPs, not only specialists, require competencies in supportive care, communication, and early detection of mental health issues (EU4Health Programme 2021–2027).

Developing and sharing knowledge about the specific mental health needs of young adults with cancer will enable HCPs to offer holistic, timely support and improve overall health outcomes (Nash, 2020). As gatekeepers, HCPs play a critical role in recognizing and addressing these challenges early in the cancer journey (Lazenby, 2015).

The MELODIC training programme aims to equip healthcare professionals with the knowledge, skills, and attitudes necessary to provide comprehensive, person-centred care for young adults (YAs) diagnosed with cancer. The training emphasises early recognition, screening and management of psychosocial and mental health challenges, effective communication, and holistic support throughout the cancer journey. By strengthening these competencies in HCP, the training programme aims to improve care quality, patient engagement and equality, and overall health outcomes. The curriculum is designed for integration into professional education programs and continuing education initiatives. It supports both specialist and non-specialist HCPs in delivering equitable,

accessible, and person-centred cancer care for YAs. In the following chapters, the process of developing the curriculum of the training programme and its implementation is described.

2. Training Curriculum alignment with CMF criteria

The MELODIC training programme curriculum co-design was guided by common micro-credential framework (CMF) to enhance the quality of Melodic training program and ensure its alignment on acknowledgement of learning. Micro-credentials certify the documented learning outcomes of short learning experiences that can be integrated into larger qualifications or professional portfolios (ETF 2022). This recognition supports lifelong learning, enhances employability, and makes competencies visible and internationally comparable (ETF 2022).

CMF was applied on curriculum development and online programme platform of the MELODIC training online learning activities. CMF seeks to establish a new higher-education and training-level qualification that responds to the needs of both employers and learners. This qualification is intended to offer smaller, targeted units of study that align with learner goals and support the development of higher-level skills; and it aims to ensure that courses delivered under its structure can be formally recognized within the European Qualifications Framework (EQF). This recognition will support learners in gaining credit toward established qualifications. Further, CMF is designed to enable courses that follow its guidelines to be stackable across higher-education institutions. This stackability supports personalised learning pathways, allowing learners to build qualifications progressively and flexibly.

The CMF defines the scope of a training programme by outlining both the expected workload and the academic level. According to the framework, a standard course comprises between 4 and 6 ECTS credits, corresponding to approximately 100 to 150 hours of study. In terms of academic level, the CMF aligns courses with levels 6 to 8 of the European Qualifications Framework (EQF), covering bachelor, master, and doctoral levels (ETF 2022). Figure 1 presents CMF criteria. Table 1 presents how Melodic curriculum is planned to correspond with the CMF criteria.



Figure 1. Criteria of Common Micro -Credential Framework (CMF).

Table 1. Melodic training programme curriculum and its correspondence to CMF criteria.

Melodic training programme curriculum	CMF criteria
The learning outcomes of the Melodic program was guided by EQF level 7.	To achieve EQF level 7 (learning outcomes were set on EQF7 level).
Workload = 108 hours /4 ECTS + international symposium.	Workload ranging 100-150 hours / 4-6 ECTS.
Students sign into platform by using personal e- mail address and password.	Reliable method of students' ID verification.
Course certificate offered after successful completion of the course.	Transcript with specification of learning outcomes, hours, EQF and ECTS (1 micro-credential) gained.

3. MELODIC Training programme curriculum

3.1. Learning objectives for Melodic training programme

The aim of Melodic training programme is to strengthen HCPs' skills, knowledge and autonomous professional practice in managing mental health needs of young adult cancer patients and their family members, in order to offer holistic person-centred care, to improve care quality, patient engagement and equality, and overall health outcomes. The curriculum is designed according to the principles of competence-based education at EQF Level 7, which corresponds to advanced knowledge and professional practice (EU 2018).

At this level, participants are expected to demonstrate highly specialized knowledge in cancer care for young adults, including psychosocial and mental health dimensions, developmental challenges, and evidence-based interventions. Participants will critically understand theories and frameworks underpinning supportive care and mental health management in oncology care.

Participants are expected to have advanced cognitive and practical skills to integrate knowledge from different fields. Further, they are expected to have the ability to integrate multidisciplinary perspectives, apply critical thinking, and use evidence-based approaches in clinical decision-making, and proficiency in advanced communication strategies to support patients, families, and interprofessional teams.

Further, participants are expected to manage work autonomously and take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams. They are expected to contribute to professional development and organizational learning by sharing best practices and fostering collaboration, and lead and coordinate care processes that address mental health and psychosocial needs of young adults with cancer.

Learning at EQF Level 7 emphasizes autonomy, responsibility, and leadership in specialized fields (EU 2018). This curriculum prepares healthcare professionals to act as key facilitators of holistic, person-centred cancer care, ensuring equitable access and improved outcomes for young adults with cancer.

The learning outcomes of the Melodic program have been guided by EQF level 7. Table 2 describes the learning outcomes in Melodic training program and corresponding learning outcomes as defined in level 7.

Table 2. Melodic training programme learning outcomes and correspondence to EQF 7 outcomes

Melodic training programme learning outcomes	Level 7 EQF learning outcomes
Participants can understand the essential concepts of psychosocial and mental health support, and related mental health needs of young adults and their family members.	Highly specialized knowledge in a field of work or study.
Participants can critically analyse and distinguish knowledge related to psychosocial care of young adults with cancer.	Critical awareness of knowledge issues in psychosocial care in oncology setting.
Participants can appraise and compare knowledge in near related fields and use it in their own practice to offer holistic care to patients.	Awareness at the interface between near related fields.
Participants can enhance their cognitive skills and be able to use logical, intuitive and creative thinking in supporting young adults with cancer, adapting practices from various fields. Participants can apply various clinical tools/instruments into their practice.	Specialised problem-solving skills required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields.
Participants can integrate and apply autonomously the knowledge gained in psychosocial care of young adults with cancer and their family members and contribute to professional practice.	Managing work contexts that are complex, unpredictable and require new strategic approaches. Taking responsibility to contribute to professional knowledge and practice and/or for reviewing the strategic performance of teams.

3.2 Development of program structure and module contents

The target audience of this curriculum are healthcare professionals across various settings who interact with young adults with cancer, including nurses, physicians, and allied health care professionals.

Curriculum development started with literature review which set the basis of curriculum development. Interviews focused on mental health needs of YAs, their family members and HCP. Due to recruitment challenges, the complete interview data was not available. However, because the researchers were also members of project staff, it was possible to draw on data from interviews that had already been conducted. Simultaneously with interviews, survey data focusing to educational needs of HCP was collected, shaping the

module structure and contents further. Training program contents and structure were discussed in WP3 partner meetings and in addition, small working groups developed the training program on. An online workshop was organized to obtain feedback from key stakeholders, including HCP and YA, regarding the training content, pedagogical approaches and usability of the training platform. The workshop was conducted via Microsoft Teams and was attended by nine participants. Facilitation was provided by members of project staff. The feedback was collected using an online survey instrument. Finally, Melodic Advisory board revised the curriculum. (Figure 2).

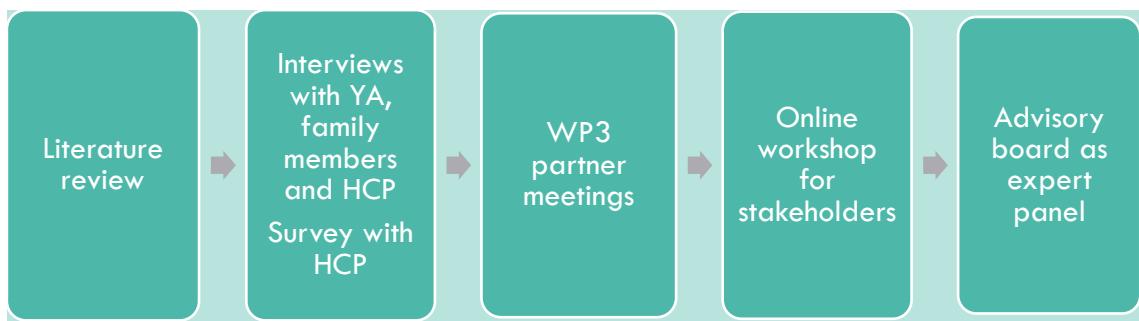


Figure 2. Process of curriculum development

3.3 Overview of module contents

Melodic training programme (1 micro-credential course) includes 4 modules and international symposium. Next key contents and learning objectives of the modules are presented.

Module 1: The Mental Health Impact of Cancer

Module 1 examines the psychological effects of a cancer diagnosis on young adults. Participants are introduced to key health models, the CNN Guidelines, and tools such as the Distress Thermometer. They gain an understanding of how biological, psychological, and social factors interact, become familiar with common mental health disorders in cancer care, and learn to distinguish distress from treatment related side effects.

Learning outcomes of the module:

- Explore the psychological impact of a cancer diagnosis on adolescents and YAs by identifying models of health.
- Apply NCCN guidelines to identify and address cancer.
- Examine how biological, psychological and social factors interact to shape mental health outcomes after diagnosis. Recognise common mental health disorders associated with cancer.

Module 2: The Mental Health Impact of a Cancer Diagnosis on Family Members

Module 2 explores how cancer affects the entire family system. Participants study emotional and relational impacts, recognize signs of distress in family members, and practice supportive communication strategies.

Learning outcomes of the module:

- Explain how cancer affects family systems and the roles of different members.
- Identify common psychological reactions and signs of distress in family members.
- Apply basic supportive communication strategies in interactions with families.
- Identify referral pathways and resources for family members.
- Reflect on their own role and apply self-care strategies when supporting families.

Module 3: Interventions to Support Mental Health

Module 3 concentrates on evidence-based strategies to identify, assess, and respond to mental health needs in young adults with cancer. It introduces systematic assessment approaches, screening tools such as the Distress Thermometer, PHQ 9, and GAD 7, and a range of supportive interventions including social prescribing activities. Participants are expected to demonstrate the ability to carry out structured mental health assessments, interpret screening results, and apply interventions that promote holistic and person-centred care.

Learning outcomes of the module:

- Execute systematic mental health assessment.
- Interpret commonly used screening methods.
- Understand evidence-based supportive interventions relevant for young adults with cancer.

Module 4: Key Elements of High-Quality Psychosocial Care: Interprofessional Collaboration and Professional Wellbeing

Module 4 highlights the foundations of high-quality psychosocial care, focusing on teamwork across disciplines and occupational health. Participants deepen their understanding of interprofessional collaboration and explore concepts such as emotional intelligence, resilience, compassion stress, and compassion fatigue. They learn how to regulate their own emotions, self-care practices, and strengthen holistic wellbeing, thereby supporting both patient -centred care and sustainable professional practice.

Learning outcomes of the module:

- Be familiar with the concepts in interprofessional collaboration within psychosocial care and understand the role of interprofessional teamwork.
- Understand the importance of emotional intelligence, self-care and resilience.
- Recognize and regulate own emotions and reactions and knows how to apply self-care practices to support occupational well-being.

4. Teaching and learning strategies

Teaching and learning strategies in Melodic training programme include several evidence-based techniques. The core learning components of each module is a combination of videos of slides with voiceovers, and additional materials provided as assigned readings and podcasts. Video lectures are focused on key concepts, keeping them brief and offering basic definitions. Deeper understanding of the subject matter is promoted through the additional materials and self-directed learning.

In each module, there is one contact lesson wherein participants can discuss the learning materials, key concepts, and explore case studies, giving the participants opportunity to connect theoretical knowledge to practice. In addition, theory- practice integration is supported through reflective exercises and video materials. Table 3 summarizes learning and teaching methods used in modules 1-4.

Table 3. Learning and teaching methods in Modules 1-4.

Module	Learning/teaching methods
Module 1	<ul style="list-style-type: none"> - Recorded video lectures - Interactive infographics - Reflective exercise - Clinical cases - Audio podcast - Evidence- based articles; other text resources - Contact lesson: reflection and discussion related to module contents based on case examples
Module 2	<ul style="list-style-type: none"> - Recorded video lectures - Reflection questions - Evidence-based articles; other text resources - Audio podcast - Reflection log - Quizzes - Clinical cases - Contact lesson: reflection and discussion related to module contents based on case examples
Module 3	<ul style="list-style-type: none"> - Recorded video lectures - Interactive power-point - Clinical Cases - Quizzes - Evidence-based articles; other text resources - Contact lesson: reflection and discussion related to module contents based on case examples
Module 4	<ul style="list-style-type: none"> - Recorded video materials - Power Point presentations - Clinical cases - Reflective assignment - Evidence-based articles; other text resources - Contact lesson: reflection and discussion related to module contents based on case examples

5. Assessment and evaluation

Evaluation of the Melodic training programme

Evaluation of Melodic training programme is conducted with pre-post design. Two training programme assessment tools are used:

1) Program general evaluation questionnaire is anonymous self-completed questionnaire that evaluates participation satisfaction, general feedback of the program and feasibility of the training. This questionnaire is to be sent to the participants of the training program on the last day, for response after the international symposium.

2) Anonymous self-administered questionnaire evaluates HCPs theoretical knowledge, readiness and skills on mental health of people affected by cancer, and intention to change their practice. It comprises three sections: 1 - General questions (socio-professional characterization); 2- Theoretical knowledge concerning young adults with cancer and mental health needs (22 questions) 3 - Attitudes, skills and readiness concerning young adults with cancer and mental health needs (11 questions). This questionnaire is used for pre- post testing for the training programme.

Participants study assessment on modules 1-4

After completing each module, participants will do self-assessment by doing multiple-choice quizzes, or reflective assignments. The participant must achieve a 75% pass rate to move to the next module. Table 4 presents various assessment methods used in study modules.

Table 4. Assessment in study modules 1-4.

Module	Assessment method
Module 1	Multiple-choice quiz Reflective prompts Reflective group discussion; case studies critique
Module 2	Multiple-choice quiz Reflective questions/reflection log entry Reflective group discussion; case studies critique
Module 3	Self-reflection Multiple-choice quiz Activity match game Reflective group discussion; case studies critique
Module 4	Multiple-choice quiz Self-reflection activity Self-assessment (self-care plan) Reflective group discussion; case studies critique

Certificate of completion of Melodic training programme

A certificate is offered for participants who are successfully completed Melodic training programme. The certificate can be used as a proof of learning and skill validation.

Figure 3 shows an example of certificate that is planned to be provided to participants.



Figure 3. An example of certificate.

6. Summary

This Melodic training programme curriculum aims to strengthen the knowledge and competencies of HCP working with young adults with cancer and their family members. The programme emphasizes understanding the unique needs of this population, and to enhance HCP clinical skills to assess and support young adults in their mental health challenges in order to offer holistic person-centred care, to improve care quality, patient engagement and equality, and overall health outcomes. Table 5 presents overall summary of the Melodic training programme curriculum.

Table 5. Summary of the Melodic training programme curriculum.

Module	Learning Outcomes	Content	Teaching/learning methods	Assessment
1. The Mental Health Impact of Cancer (1 ECTS)	<ul style="list-style-type: none"> -Explore the psychological impact of a cancer diagnosis on adolescents and YAs by identifying models of health - Apply NCCN guidelines to identify and address cancer - Examine how biological, psychological and social factors interact to shape mental health outcomes after diagnosis - Recognize common mental health disorders associated with cancer 	<ul style="list-style-type: none"> Cancer diagnosis and emotional distress Models of Health NCCN Guidelines for AYA Oncology Use of Distress Thermometer Biological, Emotional & Social Impacts in Young Adults with Cancer Integrated Care Models Mental Health Disorders including Depression, Anxiety, Post-traumatic stress, Adjustment Disorder in Cancer 	<ul style="list-style-type: none"> - Recorded video lectures - Interactive infographics - Reflective exercise - Clinical cases - Audio podcast - Evidence- based articles; other text resources - Contact lesson: reflection and discussion related to module contents based on case examples 	<ul style="list-style-type: none"> Assessment Quiz Optional reflective exercise Mini podcast
2. Mental Health Impact of Cancer Diagnosis in Family Members (1 ECTS)	<ul style="list-style-type: none"> - Explain how cancer affects family systems and the roles of different members. - Identify common psychological reactions and signs of distress in family members. - Apply basic supportive communication strategies in interactions with families. - Identify referral pathways and resources for family members. - Reflect on their own role and apply self-care strategies when supporting families. 	<ul style="list-style-type: none"> Family systems theory and ripple effects of illness. Psychological impact on patients vs. Families. Signs of distress: anxiety, depression, caregiver strain Risk factors of caregiver burden Clinical cases and Podcast of clinical cases Exercises with family scenario Case examples: partners, children, caregivers. 	<ul style="list-style-type: none"> - Recorded video lectures - Reflection questions - Evidence-based articles; other text resources - Audio podcast - Reflection log - Quizzes - Clinical cases - Contact lesson: reflection and discussion related to module contents based on case examples 	<ul style="list-style-type: none"> Quiz/reflection questions Active participation of group discussion Active participation of online discussion
3. Interventions to support mental health (1 ECTS)	<ul style="list-style-type: none"> - Executing systematic mental health assessment - Interpreting commonly used screening methods - Understanding evidence-based supportive interventions relevant for young adults with cancer. 	<ul style="list-style-type: none"> Assessing Mental Health and Recognizing Symptoms Screening Methods and Early Detection of Mental Health Issues Clinical cases and group discussions Social Prescribing Activities Nature-Based Interventions: Green and Blue Spaces 	<ul style="list-style-type: none"> - Recorded video lectures - Interactive power-point - Clinical Cases - Quizzes - Evidence-based articles; other text resources - Contact lesson: reflection and discussion related to module contents based on case examples 	<ul style="list-style-type: none"> Self-Reflection Quiz Multiple Choice Quiz Activity match game

4.The key to high quality psychosocial care: interprofessional practice and personal well-being (1 ECTS)	<ul style="list-style-type: none"> - Be familiar with the concepts in interprofessional collaboration within psychosocial care and understand the role of interprofessional teamwork. - Understand the importance of emotional intelligence, self-care and resilience. - Recognize and regulate own emotions and reactions and knows how to apply self-care practices to support bio-psycho-social-spiritual well-being 	<ul style="list-style-type: none"> Definitions & differentiations Interprofessional collaboration: skills, barriers facilitators, & ways Importance of working across disciplines and sectors Working together: benefits for the young adult with cancer & organizations How to collaborate in an interdisciplinary team Strategies for self-screening and self-management methods 	<ul style="list-style-type: none"> - Recorded video materials - Power Point presentations - Clinical cases - Reflective assignment - Evidence-based articles; other text resources - Contact lesson: reflection and discussion related to module contents based on case examples 	Self-Test Self-reflection activity Quiz Learning diary (outcome: Self-care plan)
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Appendix 1. The MELODIC Curriculum

The MELODIC Curriculum consists of four modules and International Symposium. There is also an introductory module.

The Melodic course has been developed within the Moodle®, an open source learning management system, utilizing the platform's built-in digital tools to construct and organize the course content. The integration of these tools has supported the creation of visually engaging and interactive learning materials, enhancing the overall learning experience.

A variety of teaching and learning strategies to engage learners will be used. These include case study scenarios, quizzes, podcasts, and videos.

Module 1

Module 1: Cancer diagnosis and emotional distress		Learning outcomes			
Total workload= 27 hours		<p>After completing this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Implement the NCCN guidelines for AYAs and describe the main models of health. • Explain the term distress, distinguish between clinical and non- clinical distress, and apply the distress thermometer in practice. • Recognize how biological, psychological and social factors interact, and understand how a person centered approach support AYAs throughout the cancer journey. • Identify the most common mental health disorders affecting patients in the cancer context. • Recognize symptoms that require further psychological or psychiatric evaluation and differentiate mental health symptoms from treatment related side-effects. 			
Submodule	Learning outcomes	Content	Teaching and learning methods	Assessment	
1.1 Cancer diagnosis and psychological distress	<p>After completing of this submodule, the learner should</p> <ul style="list-style-type: none"> • understand distress in cancer context • recognize causes and symptoms of stress • recognize models of health 	<ul style="list-style-type: none"> • Definition of distress in cancer context • Causes of stress • Symptoms of stress • Models of health 	<ul style="list-style-type: none"> • Video lecture • Interactive infographic • Reflective exercise • Case vignette • Text resources 	<ul style="list-style-type: none"> • Multiple-choice quiz • Case vignettes • Reflective prompts 	

1.2 Health impacts of cancer diagnosis	<p>After completing of this submodule, the learner should</p> <ul style="list-style-type: none"> • know how cancer impact to emotional, biological and social health 	<ul style="list-style-type: none"> • Cancer impact to emotional, biological and social health 	<ul style="list-style-type: none"> • Video lecture • Text resources • Case vignette 	<ul style="list-style-type: none"> • Multiple-choice quiz • Case vignettes • Reflective prompts
1.3 Mental health disorders related to cancer	<p>After completing of this submodule, the learner should</p> <ul style="list-style-type: none"> • recognize mental health disorders related to cancer 		<ul style="list-style-type: none"> • Video lecture • Podcast • Case vignette • Reflective exercise • Text resources 	<ul style="list-style-type: none"> • Multiple-choice quiz • Case vignettes • Reflective prompts

Module 2: Mental Health Impact of Cancer Diagnosis in Family Members

Module 2 Mental Health Impact of Cancer Diagnosis in Family Members		Learning outcomes		
Total workload = 27 hours		<p>After completing this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Explain how cancer affects family systems and the roles of different members. • Identify common psychological reactions and signs of distress in family members. • Apply basic supportive communication strategies in interactions with families. • Identify referral pathways and resources for family members. • Reflect on their own role and apply self-care strategies when supporting families. 		
Submodule	Learning outcomes	Content	Teaching and learning methods	Assessment
2.1 Understanding Family Experiences	<p>After completing of this submodule, the learner should</p> <ul style="list-style-type: none"> • explain how a cancer diagnosis affects patients and families • describe challenges experienced by different family members 	<ul style="list-style-type: none"> • Family systems theory and ripple effects of illness • Psychological impact on patients vs. families • Case examples: partners, children, caregivers 	<ul style="list-style-type: none"> • Preparation (2h): Recorded lecture + assigned readings + online quiz/reflection questions • Contact (part of 2h): Case discussion • Independent work: Reflection log entry 	<ul style="list-style-type: none"> • Quiz/reflection questions; reflection log

2.2 Recognizing Distress in Family Members	<p>After completing of this submodule, the learner should</p> <ul style="list-style-type: none"> identify emotional and behavioral signs of anxiety, depression, and caregiver burden differentiate reactions across family roles (partners, children, caregivers) 	<ul style="list-style-type: none"> Signs of distress: anxiety, depression, caregiver strain Risk factors of caregiver burden 	<ul style="list-style-type: none"> -Preparation: Recorded lecture+supplementary readings Contact:Case analysis+group discussion Independent work: Reflection of log entry (including insights from case discussion) 	<ul style="list-style-type: none"> Reflection log entry
2.3 Communication Skills for Support	<p>After completing of this submodule, the learner should</p> <ul style="list-style-type: none"> apply active listening and empathy techniques demonstrate strategies for family-centered conversations 	<ul style="list-style-type: none"> Communication skills: listening, empathy, validation. Exercises with family scenarios 	<ul style="list-style-type: none"> Preparation: Recorded lecture (introduction to communication principles) Contact (part of 2h): Identification of distress signals, risk factors from text based cases Independent work: Reflection log entry 	<ul style="list-style-type: none"> Reflection log entry
2.4 Pathways to Support & Integration	<p>After completing of this submodule, the learner should</p> <ul style="list-style-type: none"> identify referral pathways and psychosocial support services map local/national resources for families 	<ul style="list-style-type: none"> Referral options: psychology, social work, peer support, chaplaincy? Resource mapping exercise 	<ul style="list-style-type: none"> Preparation: Recorded lecture(core content)+supplementary reading Independent work: Reflection log entry (resource mapping insights) 	<ul style="list-style-type: none"> Reflection log entry

	<ul style="list-style-type: none"> apply self-care strategies for healthcare professionals. 	<ul style="list-style-type: none"> Self-care strategies for healthcare workers. 		
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Module 3: Interventions to support mental health

Module 3: Interventions to support mental health		Learning outcomes		
Total workload= 27 hours		After completion of this module, the learner will be able to: <ul style="list-style-type: none"> Execute systematic mental health assessment. Interpret commonly used screening methods. Understand evidence-based supportive interventions relevant for young adults with cancer. 		
Submodule	Learning outcomes	Content	Teaching and learning methods	Assessment
3.1 Assessing Mental Health and Recognising Symptoms	After completing of this submodule, the learner should <ul style="list-style-type: none"> recognize oncological mental health problems and distinguish from normal emotional responses understand the domains 	<ul style="list-style-type: none"> Assessing Mental Health and Recognising Symptoms Clinical Cases and Group Discussions 	<ul style="list-style-type: none"> Digital media: Instructional videos, evidence-based articles. Case-based learning. Short quizzes/games. -Self reflections 	<ul style="list-style-type: none"> Activity: Self Reflection Quiz Multiple Choice Quiz

	<p>commonly used in a semi-structured clinical interview</p> <ul style="list-style-type: none"> conduct a clinical interview 			
3.2 Screening Methods and Early Detection of Mental Health Issues	<p>After completing of this submodule, the learner should</p> <ul style="list-style-type: none"> apply screening methods tools: Distress thermometer; PHQ9; GAD7 interpret screening methods tools: Distress thermometer; PHQ9; GAD7 	<ul style="list-style-type: none"> Screening Methods and Early Detection of Mental Health Issues Distress Thermometer Clinical Cases and Group Discussions 	<ul style="list-style-type: none"> Digital media: Instructional videos, evidence-based articles. Screening tools -Questionnaires Case-based learning. Short quizzes/games. 	<ul style="list-style-type: none"> Multiple Choice Quiz
3.3 Psychosocial Support	<p>After completing of this submodule, the learner should:</p> <ul style="list-style-type: none"> identify appropriate interventions applicable to different levels of distress understand social prescribing and nature-based 	<ul style="list-style-type: none"> Psychosocial Support Clinical Cases and Group Discussions Social Prescribing Activities Nature-Based Interventions: 	<ul style="list-style-type: none"> Digital media: Instructional videos, evidence-based articles. Interventions Strategies Case-based learning. Self reflections Short quizzes/games. 	<ul style="list-style-type: none"> Multiple Choice Quiz Activity Match Game

	<p>interventions, as a potential non-clinical support intervention</p>	<ul style="list-style-type: none"> Green and Blue Spaces Social Prescribing Activities: Overview (Infographic) 		
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Module 4: The key to high quality psychosocial nursing care: interprofessional practice and personal well-being

Module 4: The key to high quality psychosocial nursing care: interprofessional practice and personal well-being	Learning outcomes
<p>Total workload= 27 hours</p>	<p>After completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Be familiar with the concepts in interprofessional collaboration within psychosocial care and understand the role of interprofessional teamwork. • Understand the importance of emotional intelligence, self-care and resilience. • Recognize and regulate own emotions and reactions and knows how to apply self-care practices to support bio-psycho-social-spiritual well-being.

Sub module	Learning outcomes	Content	Teaching and learning methods	Assessment
4.1. Interprofessional practice in psychosocial care	<p>After completing of this submodule, the learner should</p> <ul style="list-style-type: none"> • be familiar with the concepts in interprofessional collaboration within psychosocial care • understand the role of interprofessional teamwork in psychosocial care • understand psychosocial care pathway in interprofessional framework 	<ul style="list-style-type: none"> • Definitions • Skills needed • Ways of interprofessional and intersectoral collaboration 	<ul style="list-style-type: none"> • Self-study material (e.g. power point, H5P, etc) • Case based learning • Optional further reading material 	<ul style="list-style-type: none"> • Active participation in case-based learning (online discussion)
4.2. Health care professionals occupational well-being and self care	<p>After completing of this submodule, the learner should</p> <ul style="list-style-type: none"> • understand emotional intelligence, resilience, compassion stress and compassion fatigue and how they are related on occupational well-being • recognize strategies for prevention of compassion fatigue • be familiar with self-care methods and apply them effectively in professional and personal contexts 	<ul style="list-style-type: none"> • Definitions of • Emotional intelligence, resilience, compassion stress and compassion fatigue • Strategies for self-screening and self management methods 	<ul style="list-style-type: none"> • Power Point presentation concerning concepts • (+ additional reading: scientific evidence-based articles) • Materials for self care (videos etc. mindfulness, breathing exercises..) • Optional further reading 	<ul style="list-style-type: none"> • Quiz • Learning diary (outcome: Self care plan)

	<ul style="list-style-type: none">• pursue personal and professional development		material: organizational resilience	
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