

MED 6012 - Preventive Oncology

Course Name	Code	Semester	Type of course	Theory (hours)	Group work (hours)	ECTS
Preventive Oncology	MED 6012	XI	Elective	10	16	2
Faculty, the educational program and education level	Faculty of Medicine, one-cycle Educational Program "Medicine"					
Author (s)	Irina Gagua - invited teacher, Medical Doctor mob.tel: 595 76 87 97; e-mail: iragag1@gmail.com Consultation day: individually					
Educational course format	Lecture Group work					
Educational course Loading	Total: 60 hours Contact hours: 30 h 1. Lecture – 10 h 2. Team work – 16 h 3. Midterms – 2 h 4. Final exam -2 h Independent work –30 h					
Prerequisites	MED 2002					
The purpose (s) of tutorial course/modules	Gaining knowledge how to use quantitative and qualitative methodologies in cancer prevention and control, the role of occupation, diet and diet-related lifestyle factors in the etiology and prevention of various cancers. To explain Students the role of Ethics, Law, and Policy in Cancer Prevention and Control.					
Teaching and learning methods	Lecture- verbal method, Explanation, demonstration: visual presentation of the information (pictures, diagrams, slideshow, video); During the group work- in order to develop the skills of analysis and synthesis the interpretation, classification and evaluation of the data will be carried out; in order to learn the new material the complex processes will be broken into small components and the realized separately; further they will be presented not as the separated pathologic processes, but as the components comprising the united homeostasis of the organism and perceived in unity; Asking Questions – the students will be evaluated through oral checking of the current theoretical material by asking questions in the frames of the materials covered that will support to link the covered and the current materials and master the skills of the analysis; Essay Preparation and Presentation –the student shall choose a topic from the provided materials or independently, find the needed material, work with books, develop the project plan and the expected outcome. The project must be presented as a 10-page printed material to be presented in					

	<p>PowerPoint format before the audience.</p> <p>Discussion/debate – the students will be divided in groups, carry discussions on the concrete topic. The aim of the given activity is to develop the skills of listening, critical thinking, analysis, debating and making conclusions based on the revision of opinions.</p>
<p>Assessment criteria</p>	<p>Student's knowledge is assessed based on the 100-score system, of which 60 scores are addressed to the mid-term evaluations, and 40 scores are allocated for the final exam.</p> <p>Mid-term assessment includes the following components: (total 60 scores):</p> <ul style="list-style-type: none"> • Attendance at every lecture- 1 score (1X10 = 10 scores) • Active participation in the group work- 10 scores ; • Discussion-10 scores; • Preparation and presentation of the essay-10 scores; • Mid-term exam - 20 scores; <p>The final score for each group work is calculated through the average.</p> <p style="text-align: center;">Group Work are Assessed Based on the Following Criteria (maximum 10 scores)</p> <p>10 scores - Student has been able to present complete and thorough knowledge of the subject, a substantial amount of detailed and relevant information. Demonstrate considerable depth of understanding of the studied main and additional literature. Bring forward a balanced view of the main arguments on the issues.</p> <p>9 scores - Student has been able to bring forward a consistent number of deductions on most of the topics tackled. make very good comments on the different perspectives on most of the issues. Demonstrates knowledge of the main readers.</p> <p>8 scores - Student has been able to bring forward a consistent knowledge, Has properly developed terminology. Demonstrates knowledge of the main readers.</p> <p>7 scores - Student has been able to present some factual information sufficiently linked with the topic. demonstrate a good understanding of the topics selected. make a good attempt to bring forward a balanced view of some arguments on the issues. Terminology is partially developed.</p> <p>6 scores - Student has been able to make some good comments on the different perspectives on some of the issues. Make poor deductions on most of the topics tackled. analyse some causes and results of human interactivity related to the issues.</p> <p>5 scores - Student has been able to demonstrate inconsistent comments on the different perspectives on some of the issues. Terminology is partially developed. Present mediocre level of knowledge. Make poor deductions.</p> <p>4 scores - Student demonstrates general overview of the topics. Terminology is not developed. Information sufficiently linked with the topic. Demonstrate irrelevant understanding of the literature.</p> <p>3 scores – Student demonstrates general/superficial and inconsistent knowledge of the subject. No sufficient knowledge of the literature.</p> <p>2 scores - Student demonstrates general comments, no knowledge of the terminology, no consistency.</p> <p>1 scores – Student demonstrates insufficient answer, not terminology awareness, chronologic manner of the answer, mostly wrong, no knowledge of literature.</p> <p>0 scores - Student demonstrates not even elementary knowledge of the topics.</p> <p style="text-align: center;">Discussion – grading criteria (maximum 10 scores)</p> <ul style="list-style-type: none"> • Critical thinking- 2 sc; • Culture of debates - 2 sc;

	<ul style="list-style-type: none"> • Argumentativeness - 2 sc; • Time management - 2 sc; • Academic and visual side of the presented material - 2 sc. <p style="text-align: center;">Essay preparation – presentation criteria (max. 10 scores)</p> <ol style="list-style-type: none"> 1. Actuality of the problem- 2 score; 2. Review of the literature (data) on the issue-2 score; 3. Deductions accuracy and correlation with the main text -2 score; 4. Writing accuracy -2score; 5. Visual and technical sides of the material - 1 score; 6. Accuracy of the cited literature, trusted sources- - 1 score; <p>Midterm exam is a test (multiple choice) that contains 40 questions, each rated 0.5 scores and totally counts 20 scores;</p> <p>The student is allowed to pass the final exam, if he accumulates not less than 11 points for the mid-term evaluations (considering that he/she will get the maximum score at the final exam).</p> <p>Final exam - 40 scores</p> <p>Is also the test (closed questions). It contains 80 questions (multiple choice); each one rates 0,5 scores (totally 40 scores).</p> <p>The final exam is considered to be passed if the student accumulates at least 70% or more out of the maximum assessment of the exam (40X70/100=28 ქულა).</p> <p>Credit will be awarded if the student accumulates at least 51 scores out of 100 scores;</p> <p>Positive assessments:</p> <ul style="list-style-type: none"> • (A) Excellent - 91scores and more; • (B) Very good - 81-90scores; • (C) Good - 71-80 scores; • (D) Satisfactory - 61-70 scores; • (E) Enough - 51-60 scores; <p>Negative assessments:</p> <ul style="list-style-type: none"> • (FX) didn't pass - 41-50 scores that means that student needs more work and is allowed to pass one additional exam; • (F) Failed – 40 scores or less that means that the student did not perform enough and has to take the course again. <p>The student has the right to pass an examination in the same semester. The interval between the final and additional exams should not be less than 10 days.</p>
The basic literature	<ol style="list-style-type: none"> 1. Edited by: M.A.Hayat. Methods of Cancer, Diagnosis, Therapy and Prognosis (Volume I, II, III) General methods, Lung Carcinoma and Prostate Carcinoma Breast Carcinoma Springer, 2008; 2. Edited by: Stephen B.Edge, David R.Byrd, Carolin C.Compton, April G. Fritz etc. 3. Cancer Stagung Manual, Springer, 2010
The auxiliary literature	<ol style="list-style-type: none"> 4. Bruce A. Chamber, Dan L.Longo. Cancer Chemotherapy & Biotherapy. Principles and Practice, Lippincott Williams&Wilkins, 2010; 5. Devendra K. Gupta, Robert Carachi. Pediatric Oncology Surgical and medical aspects Jaypee Brothers Medical Publishers (P) LTD. 2007

The tutorial/training course content

Nº	Subjects	Lecture (hour)	Work in group (hour)
1.	To use quantitative and qualitative methodologies in cancer prevention and control. To examine the role that occupation plays in the etiology and prevention of various cancers.	2	3
2.	Principles of cancer screening and the tools to judge the benefits and harms of screening. Interpretation of strengths and limitations of study designs in cancer screening.	2	3
3.	Role of diet and diet-related lifestyle factors (such as weight and physical activity) in the etiology and prevention of cancer. Food and nutrients pertinent to cancer, macro- and micronutrients.	2	4
	Midterm Exam		2
4.	Ethics, Law, and Policy in Cancer Prevention and Control The relevant ethical and legal issues concerning the conduct of research and practice in the field of cancer prevention and control.	2	3
5.	Behavioral Science and Community Interventions Cancer prevention and control at the level of practical application, using tobacco as the model. Health education strategies, social change, behavioral sciences, and community activities.	2	3
	Final Exam		2

Learning Outcomes

Criteria	Competences
Knowledge and Understanding	<p>At the end of this course Student will have deep knowledge about:</p> <ul style="list-style-type: none"> Principles of cancer screening, screening tests and the tools to judge the benefits and harms of screening; Role of diet and diet-related lifestyle factors, occupation in the etiology and prevention of cancer; Ethics, Law, and Policy in Cancer Prevention and Control; Behavioral Science and Community Interventions for cancer prevention; <p>Understands the role of screening tests for early diagnose of cancer</p>
Applying knowledge	<p>Student will be able to apply the knowledge in practice:</p> <ul style="list-style-type: none"> Preventing the use of tobacco and related products, nutrients which cause cancer; Establishing policies against the use of tobacco; Planning educational programs for the harms of tobacco; Monitoring the health effects of tobacco, life style, nutrients and food consumption;