



## FACULTY OF MEDICINE

Approved:

Dean:

(Prof. Yoto Yotov, MD, PhD)



## SYLLABUS IN *Oncology*

Specialty	MEDICINE
Educational - qualification degree	master
Organizational form of education	full-time
Auditorial activity (Lectures/Seminars)	60 (30/30)
Extra-auditorial activity	30
ECTS- credits	3
Discipline type	compulsory
Semester/s of education	tenth
Semester of examination	tenth
Developer of the Syllabus:	Assoc. Prof. Eleonora Georgieva Dimitrova, PhD

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## ANNOTATION

<b>Aims of the course</b>	The training in oncology aims to build theoretical knowledge and practical skills in students regarding the complex treatment of solid tumors (surgical, chemotherapy and radiotherapy) and especially the main drug classes and regimens. The curriculum also includes diagnostic methods, as well as treatment of terminal patients in the face of so-called palliative care. The purpose of the discipline corresponds to the purpose of the specialty.
<b>Outcomes for students at the end of the course:</b>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Biology of cancer</li> <li>▪ Immunology of tumors</li> <li>▪ Etiology, epidemiology, staging and prevention</li> <li>▪ Basic methods of diagnosis and staging</li> <li>▪ Basic principles of treatment of malignant diseases</li> <li>▪ Main groups of antitumor drugs, route of administration and side effects</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Aimed at collecting important information from the patient when taking a medical history.</li> <li>▪ To be familiar with the indications for procedures and the corresponding indications for different drug regimens.</li> <li>▪ To be familiar with the elements of good clinical practice.</li> <li>▪ Apply evidence-based medicine.</li> <li>▪ To build and enrich their communication skills in order to create a stable and open doctor-patient relationship, as well as contribute to successful work in a multidisciplinary team.</li> <li>▪ Analyze the risks and benefits of treatment.</li> <li>▪ Adequately define the goal of a therapeutic approach - radical, palliative, adjuvant or neoadjuvant.</li> </ul>
<b>Competences</b>	<ol style="list-style-type: none"> <li>1. <b>Patient Care</b> that is compassionate, appropriate, and effective for treating health problems and promoting health. <ul style="list-style-type: none"> <li>○ To create and maintain a therapeutic relationship with patients and their families.</li> <li>○ Have an open dialogue and clearly state about the goals, risks, benefits and expectations of a therapeutic approach.</li> <li>○ To lead the informed decision-making process through a clear and structured presentation of medical facts.</li> </ul> </li> <li>2. <b>Medical Knowledge</b> about established and evolving biomedical, clinical, and cognate (eg, epidemio-logical and social-behavioral) sciences and the application of this knowledge to patient care. <ul style="list-style-type: none"> <li>○ To acquire new scientific and clinical knowledge.</li> <li>○ To apply a complex and analytical approach in the analysis of clinical cases.</li> </ul> </li> <li>3. <b>Practice-Based Learning and Improvement</b> that involves investigation and evaluation of their own patient care,</li> </ol>

	<p>appraisal, and assimilation of scientific evidence, and improvements in patient care.</p> <ul style="list-style-type: none"> <li>○ Analyze and evaluate a clinical practice.</li> <li>○ To make sense of the concept of evidence-based medicine and to apply it.</li> <li>○ To cultivate interest and aspiration to improve medical care.</li> </ul> <p><b>4. Interpersonal and Communication Skills</b> that result in effective information exchange and teaming with patients, their families, and other health professionals.</p> <ul style="list-style-type: none"> <li>○ To build a stable doctor-patient relationship based on trust, understanding and competent application of relevant medical knowledge.</li> <li>○ To have active and effective participation in the work process as part of the health team.</li> </ul> <p><b>5. Professionalism</b>, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</p> <ul style="list-style-type: none"> <li>○ Demonstrate a sense of responsibility.</li> <li>○ Maintain professional behaviour, regardless of personal bias, affect and the influence of external factors.</li> <li>○ To strive for continuous personal and professional improvement.</li> </ul> <p><b>6. Systems-Based Practice</b>, as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.</p> <ul style="list-style-type: none"> <li>○ To manage and coordinate patient care within the complex requirements of the respective health system.</li> <li>○ To take into account the financial side of a medical problem when drawing up a treatment plan.</li> <li>○ Have critical thinking, allowing the detection of systemic errors in a clinical practice and the development of a strategy for their elimination.</li> </ul>
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## Key competencies for lifelong learning<sup>1</sup>, that the discipline develops:

<b>Literacy competence</b> Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.	X
<b>Multilingual competence</b> This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs.	X
<b>Mathematical competence and competence in science, technology, engineering</b> A. Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts). B. Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.	X
<b>Digital competence</b> Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.	
<b>Personal, social and learning to learn competence</b> Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.	X
<b>Citizenship competence</b> the ability to act as responsible citizens and to fully participate in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.	X
<b>Entrepreneurship competence</b> Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.	X
<b>Cultural awareness and expression competence</b> Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.	X

## Methods of education

- lectures
- seminars

<sup>1</sup> As defined in 2018 r. by the European Union Council ([https://eur-lex.europa.eu/legal-content/BG/TXT/HTML/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/BG/TXT/HTML/?uri=CELEX:32018H0604(01)&from=EN))

<b>Links with other courses from the curriculum of the specialty</b>
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| <ul style="list-style-type: none"><li>▪ Medical genetics</li><li>▪ Imaging methods</li><li>▪ Radiation therapy</li><li>▪ Surgical diseases</li><li>▪ Internal diseases</li><li>▪ Obstetrics and Gynecology</li><li>▪ Otolaryngology</li></ul> |
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