

Course syllabus – Draft

Semester 11 – Elective course in clinical medicine, 7.5 credits

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General information

Course code	2LA302
Course name	Clinical oncology and precision medicine in cancer
Credits	7.5 credits
Form of education	Higher education, study regulation of 2007
Main field of study	Medicine
Level	AV – Second cycle
Grading scale	Fail (U) or Pass (G)
Department responsible	Department of Oncology-Pathology
Deciding body	Programme Committee for the Medical Programme

Specific entry requirements

A passing grade in semesters 1–10 is required.

A student who has failed workplace-based learning (VFU) or equivalent due to serious deficiencies in knowledge, skills, or professional conduct that have jeopardized patient safety or public trust in healthcare is eligible for a new VFU opportunity only once the individual action plan has been completed.

Outcomes

The overall aim of the course is for the student to further develop and refine their professional role as a physician within the healthcare team.

The course builds on previously acquired clinical competencies in clinical medicine, with a focus on clinical oncology and precision medicine in cancer. The student is expected to achieve an increased level of independence in skills of importance for the medical profession.

Learning outcomes

The intended learning outcomes of the course are aligned with the national learning objectives for the medical degree as stated in the Swedish Higher Education Ordinance (SFS 1993:100). Learning outcomes related to knowledge and understanding are categorized according to the SOLO taxonomy (S2–S5), and those related to skills and abilities are categorized according to Miller’s pyramid (M3–M4).

Knowledge and understanding

- describe the basic tumour biology of different cancer types and explain its significance for prognosis and treatment selection (SOLO 4)
- explain the principles of individualized cancer treatment, describe different treatment modalities, and reason about treatment selection (SOLO 4)
- reason about factors that may be of importance for prognosis in cancer (SOLO 4)

Skills and abilities

- obtain a relevant medical history, perform an appropriate physical examination in patients with suspected or known malignant disease, prioritize a working diagnosis, establish an initial diagnostic plan, and initiate treatment (EPA 1–4)
- prescribe medications, conduct a discharge consultation, and prepare a medication report for patients with suspected or known malignant disease (M4; EPA 8)
- communicate relevant information regarding situation, assessment, and management plan to team members and to senior on-call physicians/consultants using structured communication (M4; EPA 7.7)
- communicate relevant information regarding situation and management plan with patients and their next of kin (M4; EPA 7.9)
- discuss and document conditions and decisions regarding life-sustaining treatment (M3; EPA 7.5 and 8.1)

Approach and professional conduct

- interact with patients, next of kin, fellow students, teachers, and healthcare staff in a respectful, empathetic, and professional manner
- reflect on patients' quality of life, preferences, and social circumstances in relation to medical treatment options in order to promote person-centred oncological care
- reflect on ethical decision-making in acute interventions for severely ill cancer patients, including end-of-life care and decisions regarding level of care

Content

The course integrates and deepens elements of the theoretical content of the medical programme through an extended period of workplace-based learning (VFU) in clinical settings and healthcare teams, enabling practical professional training. Skills training follows a progression model aligned with the nationally agreed framework of Entrustable Professional Activities (EPA) and composite clinical activities (SKA).

Teaching methods

The primary teaching and learning activity is clinical service within healthcare teams under supervision with individual feedback. The course includes seminars, digital learning activities, and an individual assignment in the form of a critical incident analysis (CIA).

Examination

Compulsory course components

Compulsory participation

- course introduction
- workplace-based learning (VFU)
- seminars

Compulsory formative assessments

- EPA and/or SKA (composite clinical activities) – at least weekly
- simulated medication prescribing and medication report

Examination

- assessment during VFU** of EPAs/SKAs: observed level of independence in relation to the defined performance level for each skills-based learning outcome
- case presentation
- seminar with clinical supervisor
- assessment of professional conduct***

** Examination during VFU consists of a summative assessment based on repeated formative assessment material from VFU. The material comprises multiple formative assessments supported by, among other things, assessment tools for level of independence in performing specified EPAs.

*** Learning outcomes related to professional conduct are assessed continuously based on assessment criteria, in all contexts where the student acts in the role of a student or in activities related to the university or healthcare services, including communication and digital media. In the event of insufficient achievement of learning outcomes, the examiner may fail the student in VFU. In such cases, an individual action plan shall be established.

For assessment of professional conduct during VFU, the student is entitled to two examination opportunities. Re-examination requires that the student retake the entire course, in accordance with the established action plan.

Active participation in compulsory course components constitutes a central part of the course examination. The examiner decides whether and how absence from compulsory components may be compensated. Until the student has participated in compulsory components or compensated for absence in accordance with the examiner's instructions, course results cannot be reported.

The examiner may immediately terminate a student's workplace-based learning (VFU) or equivalent if the student demonstrates such serious deficiencies in knowledge, skills, or professional conduct that patient safety or public trust in healthcare is jeopardized. In such cases, the student fails the relevant component and one VFU opportunity is considered used. An individual action plan shall then be established.

If special grounds exist, or if adaptations are required for students with disabilities, the examiner may decide to deviate from the course syllabus regulations regarding examination format, number of examination opportunities, opportunities for completion, or exemption from compulsory components. The course content, learning outcomes, and required level of knowledge, skills, and abilities may not be changed, removed, or reduced.

Additional provisions

Language of instruction: Swedish; teaching and literature in English may occur.

Course evaluation is conducted in accordance with Karolinska Institutet's guidelines.

Recommended literature and other learning resources

National care programmes (Regional Cancer Centres) and international guidelines (e.g., ESMO, UpToDate).

SKA (Composite Clinical Activity) is a concept developed to operationalize EPA assessments in clinical practice.