Online Introduction to Radiation Oncology

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Class Schedule (subject to change):
https://docs.google.com/spreadsheets/d/1RNfdgn4PRX8N0-ap6ga_dQXc9KYd8IKNMudWCv66FQA/edit#gid=0
*Telehealth visits will be coordinated directly between students and attendings/residents. On Day 1 of the course, more information will be provided on how these visits will be coordinated.

Course Description:
Online Introduction to Radiation Oncology will introduce students to the fundamentals of Radiation Oncology. Radiation Oncology represents one of the three main disciplines within cancer care, along with Medical Oncology and Surgery Oncology. In this course, students will first learn the basic principles of how therapeutic radiation is produced and the mechanism through which radiation damages cancer cells. Students will subsequently learn about the complex workflow that is required to accurately deliver radiation to tumors. Thereafter, disease site-specific lectures will be provided in which students will be introduced to how radiation is used for cancers across the body, including central nervous system, head and neck, thoracic, breast, abdominal, genitourinary, gynecologic, and pediatric malignancies. Furthermore, students will have the opportunity to observe and participate in patient encounters through televisits through which students will gain insight into the complexities of oncologic decision-making and patient counseling. Additionally, students will be introduced to the process of contouring and treatment planning to understand how radiation treatment plans are designed. Students will also have the option to give a short presentation at the end of the rotation on the topic of their choice. As radiation therapy presents a critical treatment modality for the vast majority of cancers, this course is highly recommended for any student considering a career in any oncologic discipline, but it will also be applicable for students going into any field.
Course Learning Objectives:
1) Learn the basic radiation physics and biology principles of radiation therapy
2) Learn how radiation is incorporated into the treatment plans across a variety of tumor types
3) Observe and participate in patient encounters through televisits to gain insight into oncologic decision-making and patient counseling

Required Text and Other Materials
No text is required for this course.
Pre-recorded lectures will be posted on Blackboard.
Links for live Zoom lectures and departmental lectures will be provided.
Telehealth visits will be coordinated directly with residents and attendings.

Optional lectures that provide background on radiation oncology:
- Lecture 1: https://www.youtube.com/watch?v=dO2-upHgt0o
- Lecture 2: https://www.youtube.com/watch?v=ipZTScoWSv4
- Lecture 3: https://www.youtube.com/watch?v=jElPGm6ywS8
  (These are approximately 1 hour each)

Recommended reading
  (Total Time: Approximately 90 minutes)

Assignments
Students will be required to participate in live Zoom lectures and will be given a list of mandatory pre-recorded disease site-specific lectures to watch as well.

Students will have the opportunity to observe and participate in patient encounters such as consults and follow-ups that have been scheduled as televisits. Students will be connected with attendings and residents on various disease site-specific services to coordinate times to participate in such encounters. Students will be asked to produce a short write-up describing the management of the patients whom they see.

Students will have the option of giving a 5-10 minute powerpoint presentation over Zoom on the final day on a topic of their choice. This is optional but highly recommended. Dr. Narang and/or Dr. Page can help you pick your topic.

Additionally, students will gain exposure to radiation treatment planning software to gain insight into treatment planning for the patients whom they see. Specific instructions on this will be provided.

Lastly, a pre-course survey will be completed on first day of the course, and a post-course survey will be
completed on the last day of the course.

Evaluation and Grading
A. Formative: How will students know how they are doing in the course?
   
   Student will receive formative feedback through discussions during Zoom lectures with Dr. Narang and Dr. Page. Students will also receive feedback from attending/residents with whom they participate in televisits.

B. Summative: Indicate the basis for computing course grades and the relative weight of each assignment, exam, etc.

   Computing of course grades and assignment weighting as follows:
   Class Participation via Zoom (40%)
   Televisit participation and write-up (40%)
   Treatment planning participation (10%)
   Selected Topic Presentation (10%)

Pass/Fail Grading Scale (Grading scale is determined by the School of Medicine.)

P = Student must have an average equal to or exceeding 70% and/or must have met all required assignments for the class.
F = Student has not completed all assignments, has failed significant required elements of the course, or has an average score below the passing level for the course. Student should meet with the course director to plan remediation.

Expectations
Participation in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to participate regularly. Attendance at zoom lectures is required. Students must adhere to the school’s attendance policy regarding absences and alerting the appropriate people about missed days.

Professional Behavior Expectations during all Courses
Students are expected to demonstrate professional behaviors as outlined in the JHU SOM Honor Code and in the AAMC subcompetencies on professionalism:
1. Demonstrate behaviors that show compassion, integrity, and respect for others
2. Demonstrate behaviors that show responsiveness to patient needs that supersedes self-interest
3. Demonstrate behaviors that show respect for patient privacy and autonomy
4. Demonstrate behaviors that show accountability to self, patients, colleagues, the profession, and society. [Link to Accountability Policy ]

Course and Clerkship directors will communicate discipline specific expectations/tasks for which students will be held accountable. As with other Course/Clerkship domains such as knowledge and skills, students who deviate from these expectations, may have their final grade lowered, or a serious deviation may result in failure of the course/clerkship.
Serious breaches of professionalism should be expected to result in failure of the course/clerkship in which the breach is detected. These breaches will be handled on a case-by-case basis by the course/clerkship director in consultation with the Office of Medical Student Affairs and the Office of Curriculum. All such matters may also be referred to the Disciplinary Committee. Examples of such unprofessional behaviors include but are not limited to: cheating, plagiarism, or other forms of academic dishonesty; forgery or falsification of documents/records; lying or misrepresentation of facts, figures, or clinical data; failure to obtain appropriate supervision for clinical care; physical violence, bullying or harassment against others, or other significant lapses in personal ethical conduct that raise concern regarding the moral character of the student in question.

JHUSOM Policy on Attendance
This course is heavily dependent on participation, if you need to miss a required session, you need to let the course leader know ahead of time. The JHUSOM policy on attendance in the curriculum is posted at https://hpo.johnshopkins.edu/som/policies/886/39178/policy_39178.pdf.

Classroom Accommodations for Students with Disabilities
If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please contact the Office of Student Affairs at 410-955-3416. You must also notify the course director and course coordinator in advance of the start of the course and well in advance of any exam or assessment so that appropriate preparations can be completed before an event requiring accommodation.

Statement of Diversity and Inclusion
Johns Hopkins University is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We believe excellence is best promoted by being a diverse group of students, faculty, and staff who are committed to creating a climate of mutual respect that is supportive of one another’s success.

Teacher Learner Conduct Policy
The Johns Hopkins University School of Medicine is committed to fostering an environment that promotes academic and professional success in learners and teachers at all levels. The achievement of such success is dependent on an environment free of behaviors, which can undermine the important missions of our institution. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Students should review the JHUSOM Guidelines for Conduct in Teacher/Learner Relationships https://hpo.johnshopkins.edu/som/policies/886/39186/policy_39186.pdf.

Student Honor Code
Students are reminded of the honor code developed by the medical student body, introduced in September 1991, as is follows:
As a student at The Johns Hopkins School of Medicine, I pledge:

- To do my own work and be honest in my interactions with peers, faculty, and staff. This applies to my work on examinations, assignments, and papers as well as work in the laboratory.
- To uphold the high standard of conduct in patient care which has always been maintained by the Johns Hopkins medical community.
- To base my interactions with other students on mutual respect and cooperation.
- To act on infractions of the honor code and to maintain the confidentiality of all parties involved.
- To encourage my peers to uphold this honor code.

It is the expectation that Hopkins students live by this code.

**Course Evaluation**

Please remember to complete the course evaluation for this course. For preclerkship courses, evaluations will be required from a rotating sample of 25% of the class. Other students will always have the option of submitting an evaluation if they choose. This will reduce the overall burden of surveys for students. There will be no extra credit for completing the evaluation. If you are in the designated 25%, you will receive an incomplete if the course evaluation is not completed by the time grades are posted for the course.

Course evaluations are an important tool in the School of Medicine’s ongoing efforts to improve instructional quality and strengthen its programs. The results of the course evaluations are kept anonymous — your instructor will only receive aggregated data and comments for the entire class.

For the clinical clerkships and clinical electives, 100% of the students are expected to complete the course evaluations.