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INTERACT EUROPE

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Innovative collaboration for inter-specialty cancer training across Europe (INTERACT-EUROPE)

Project starting date	1 June 2022
Project duration	18 months
Consortium	29 beneficiary organisations and 4 associated partners from 16 EU Member States and Switzerland
Project number / Call	101056995 / EU4H-2021-PJ (EU4Health)
Grant	2.131.071,82 € + 167.830,78 € HUE



Consortium members



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General Framework - EU's high priority

- Cancer is the second leading cause of premature mortality and morbidity in Europe, and as such a major public health concern for Europe, today and for the decades ahead.
- Cancer has been a strong policy priority by the EU for the 2019-2024 period and has been one of the five missions included in the new [Horizon Europe Programme](#).
- In response to the pandemic and its impacts on healthcare across Europe the EU has launched the [EU4Health Programme](#) for 2021-2027.
- ECO to coordinate INTERACT-EUROPE as part of Europe's [Beating Cancer](#) plan developed to address the urgency of improving cancer control and outcomes across Europe.



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The case for inter-specialty cancer training



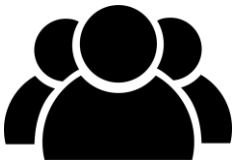
Science & practice developments increase the need for close multidisciplinary collaboration

As cancer care gets ever more complex, it can only work at its best when the many involved disciplines and specialties work closely to bring their respective areas of expertise forward.

With healthcare professionals learning together, and better knowing each other's area of expertise and contribution, a strengthened culture of team working can emerge.



Improving cultures of team working



Addressing patient rights

As promoted by the European Code of Cancer Practice, every cancer patient in Europe should expect to receive care from a specialised multidisciplinary team as a right. Inter-specialty training is designed to underpin successful multidisciplinary working.

The challenge of fostering strong inter-specialty understanding is a common challenge for Europe's cancer care delivery systems. In the context of Europe's Beating Cancer plan, meeting the challenge together can be demonstrated as a success for the EU's emerging Health Union.



Addressing a challenge as Europe, together



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INTERACT-EUROPE in brief



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- Main objective is to develop an EU inter-specialty cancer training curriculum and programme (ISCTP) and foster a patient-centric and inclusive approach (geographically & professionally - multiple consultation opportunities) to quality cancer care.
- Designed for: all main oncology disciplines and professions, cancer centres and patient groups, based on relevant needs assessments.
- Prepare and support trainees and cancer centres interested to participate to the programme ensuring readiness for the later delivery of the programme.
- Elements of the training curriculum will be translated into technology-enhanced learning scenarios, to ensure wide access to such training tools across the EU.



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Timeline and milestones



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Work packages

- Work Package 1: Project management and coordination
- Work Package 2: Training needs assessment and curriculum development
- Work Package 3: Preparation of trainees and cancer centres
- **Work Package 4: Innovative technology to enhance ISCT**
- Work Package 5: Evaluation
- Work Package 6: Communication, dissemination and exploitation



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D4.1 Technology-enhanced learning scenarios for cancer professionals

1. **Systematic literature review:**

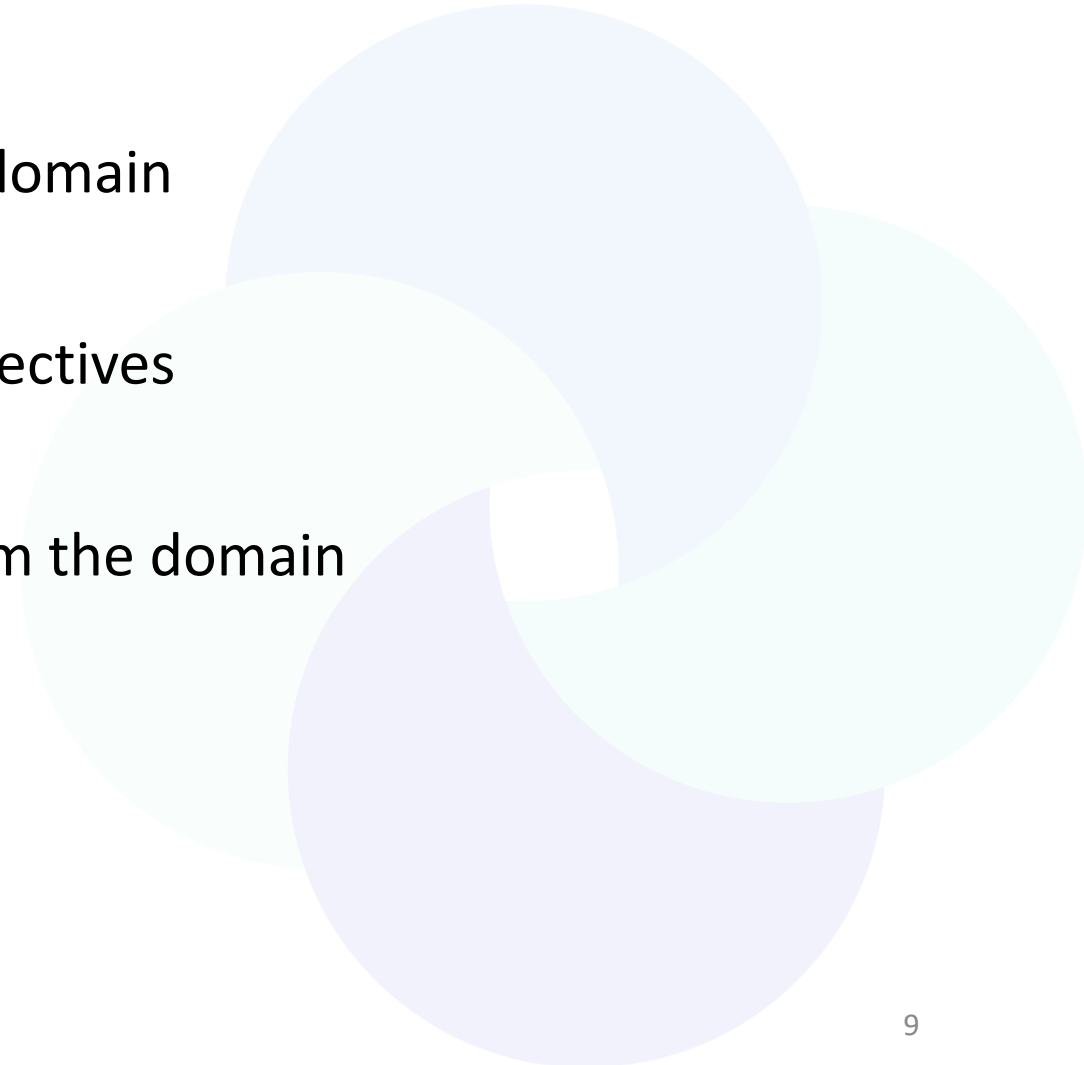
→ Current perceptions and practices in the domain

2. **Curriculum analysis:**

→ Complexity and broadness of learning objectives

3. **Stakeholder analysis:**

→ Skills and experiences of stakeholders from the domain



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Inter-specialty cancer training programme (ISCTP)

Curriculum: Competences organised to support programme design

- 1) Pathology for non-pathologists
- 2) Radiology for non-radiologists
- 3) Radiation oncology for non-radiation oncologists
- 4) Systemic anti-cancer therapy for non-medical/clinical oncologists
- 5) Surgery for non-surgeons
- 6) Putting it all together - combined modality therapy
- 7) Role of the cancer nurse, psychosocial support, advocacy, informing and empowering
- 8) Pain management, palliative care and bereavement



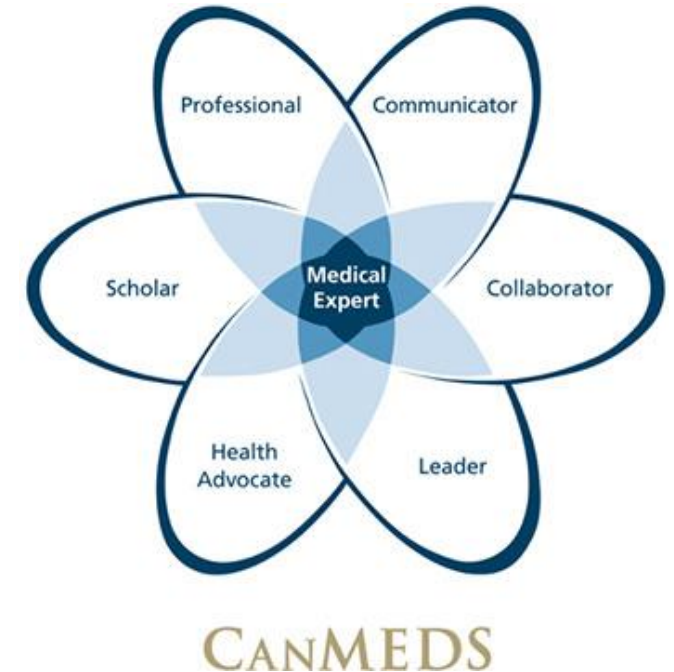
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Inter-specialty cancer training programme (ISCTP)

Curriculum: Competences organised to support programme design

- 9) General management of patient including
- 10) Nutrition
- 11) Survivorship
- 12) Communicating
- 13) Collaborating and Leading
- 14) Safety and Quality Improvement
- 15) Research/Guidelines
- 16) Aspiring to excellence-ethics, continuous professional development and self care



CANMEDS
Figure 1: CanMEDS framework



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Inter-specialty cancer training programme (ISCTP)

Example: 3) Radiation oncology for non-radiation oncologists

- Describe the different types of radiotherapy, their mechanisms of action, dosing and administration
- Describe the role of radiotherapy and therapeutic isotopes in the treatment of cancer either offering a significant improvement in local recurrence thereby impacting on disease free survival and overall survival or improving symptoms
- Structure the consultation effectively taking a focused history, undertaking a careful clinical examination and ordering relevant investigations to accurately diagnose conditions that may require curative, adjuvant, neoadjuvant or palliative radiotherapy, including emergency treatment
- Take a focused history, undertake a careful clinical examination and order relevant investigations to accurately diagnose acute toxicities from radiotherapy and outline appropriate treatment
- Discuss the interactions of commonly used drugs including complementary therapies with radiotherapy
- Take a focused history, undertake a careful clinical examination and order relevant investigations to accurately diagnose the late side effects of radiotherapy for cancer. Discuss options for managing these and implement them or refer appropriately to other specialties



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Inter-specialty cancer training programme (ISCTP)

- Domains: cognitive, affective
- Knowledge types: factual, conceptual, procedural, metacognitive

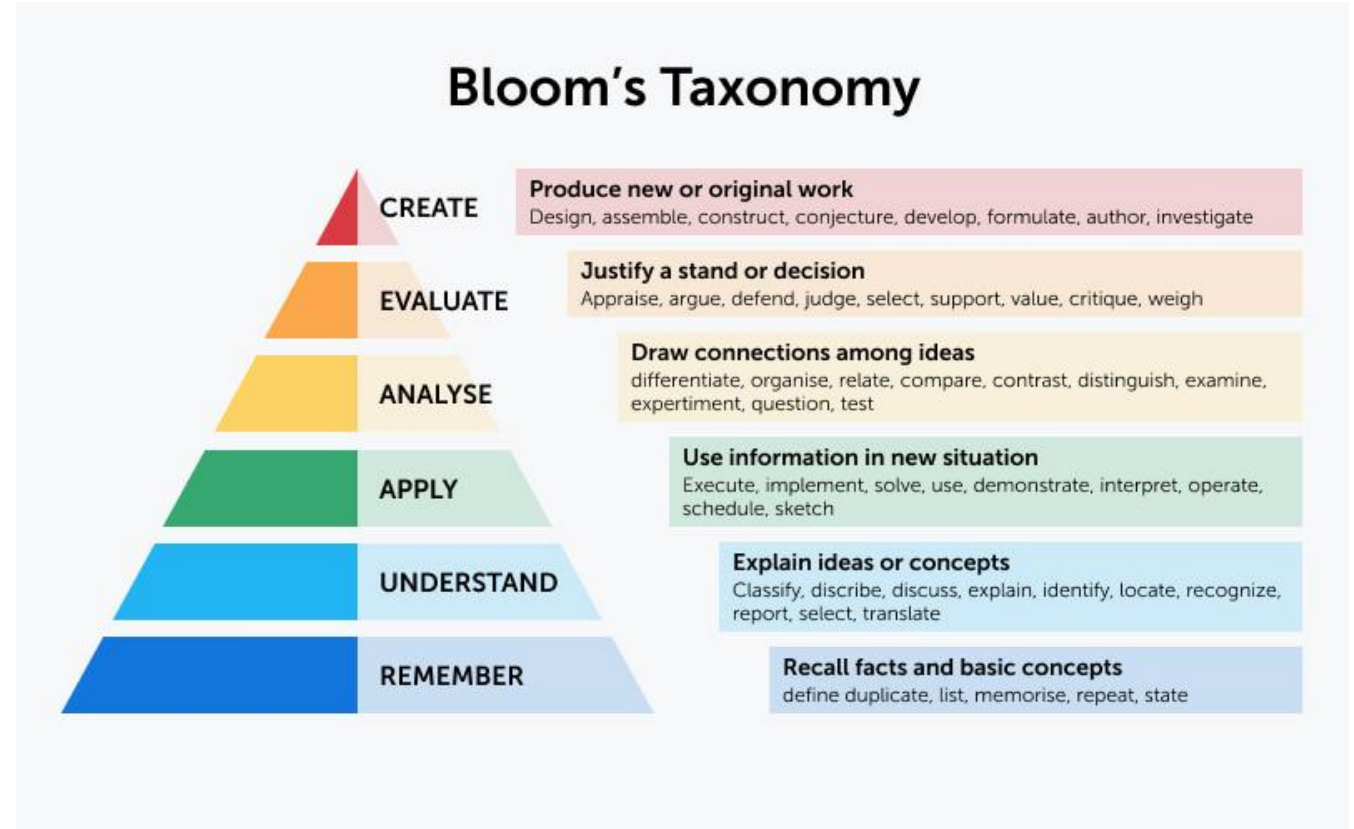


Figure 2: Bloom's taxonomy (revised)

<https://www.valamis.com/hub/blooms-taxonomy>

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D4.1 Technology-enhanced learning scenarios for cancer professionals

Table 1: Overview of TEL scenarios

Scenarios	LO Domains / Levels	Knowledge Types
Low-level cognitive knowledge acquisition	Cognitive (Level 1, 2)	Factual, Conceptual, Procedural
Low-level cognitive knowledge application	Cognitive (Level 3)	Factual, Conceptual, Procedural
High-level cognitive knowledge construction	Cognitive (Level 4, 5, 6)	Factual, Conceptual, Procedural
Affective knowledge acquisition	Affective (Level 1, 2, 3, 4, 5)	Factual, Conceptual, Procedural
Metacognitive knowledge acquisition	Cognitive (All levels), Affective (All levels)	Metacognitive



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D4.1 Technology-enhanced learning scenarios for cancer professionals

Table 2: Design patterns for TEL scenarios

Modality	Material/Resources	Instructional method	Support	Interaction
<ul style="list-style-type: none">AsynchronousSynchronousFace-to-face	<ul style="list-style-type: none">TextFiguresGraphsAnimationsVideosAudio	<ul style="list-style-type: none">Expository learning / Direct instructionCase-based learningExploratory learningProblem-based learningMastery learningCollaborative learning	<ul style="list-style-type: none">Self-studyGroup-studyTeacher-led activitiesTutored	<ul style="list-style-type: none">Content (static / dynamic)LearnersTeachers





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THANK YOU!

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