

Teaching Toolkit on Cancer Research for Cancer Prevention

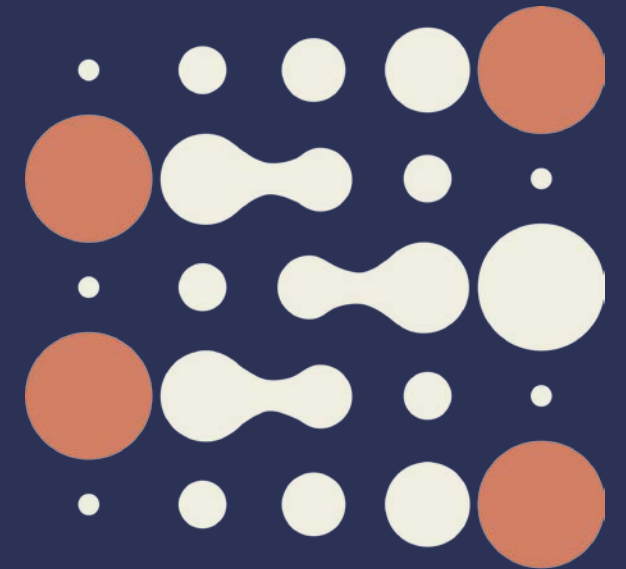
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International Agency
for Research on Cancer



What is a teaching toolkit?



- A** A package of ready-to-use teaching material (PPT slides, exercises, hand-outs).
- B** A set of editable teaching aids that can be translated and adapted to your context.
- C** A life-saving resource when you need to quickly prepare a course or a presentation.

Emergencies Programme

Security Learning Platform
Context of the IHR

Register Log

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HSLP > Training Toolkits & Packages

Training Toolkits

Tools and ready-made training packages are made available to public health institutions, ministries and other organizations involved in health emergencies, public health, etc.).

Content posted here can be tailored and adapted to reflect country-specific learning needs.

The use of the following training materials is:

- Global Laboratory Leadership Programme Learning Package**
The Global Laboratory Leadership Programme (GLLP) provides training resources and tools in the areas of leadership and management to evaluate training of laboratory leaders from all sectors.
- Rapid Response Teams Training Programme**
The "RRT Training Programme" (RRT TP) is a structured approach and tools enabling Member States to plan, implement and evaluate training of RRT members at national and subnational levels. This programme has been developed for use in Europe.
- EVD Rapid Response Teams Training Package**
The EVD RRT training package is a structured comprehensive collection of training resources and tools enabling relevant institutions to organize, run and evaluate face-to-face training on EVD for Rapid Response Teams tailored to country specific needs.

ENGLISH FRANÇAIS

European Centre for Disease Prevention and Control

ECDC Virtual Academy (EVA)
The online learning platform of the European Centre for Disease Prevention and Control

Learning activities Train others About

Home / Courses / TM-Intro to GenEpi-BioTrain

GENEPI-BIOTRAIN - TRAINING MATERIALS ON GENOMIC EPIDEMIOLOGY AND PUBLIC HEALTH BIOINFORMATICS - BRIDGING THE GAPS

- Participants
- ▶ Training materials for facilitators
- ▶ Overview
- ▶ Training Materials
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- ▶ Feedback

RECENT ACTIVITY

Activity since **Wednesday, 10 January 2024, 4:06 PM**
Go to full activity report

You are viewing as a 'Guest'. Your progress will not be recorded.

Training materials for facilitators

The training materials in this page were created for in 2023 to be delivered to participants in the training programme (**GenEpi-BioTrain**). It aims to bridge the capacity gaps between public health and bioinformatics.

The course is designed to run by a team of trainers for 10 days in a face-to-face format.

[Welcome/Intro ECDC](#)

Overview

- [Target audience](#)
- [Structure](#)
- [Training objectives](#)
- [Possible course schedule](#)
- [Background and acknowledgements](#)

Training Materials

- [Online orientation session for participants \(2 weeks in advance\)](#)
- [Pre-course activity](#)

Theme 1 - Getting started in Bioinformatics

PROJECT-RELATED teaching toolkits



Este conjunto de herramientas de formación está diseñado para ayudar a los formadores expertos de CanScreen5 a planificar y facilitar actividades de formación para mejorar los conocimientos y las habilidades de los profesionales de la salud y de las principales partes interesadas de un país en la mejora de la calidad del tamizaje del cáncer. Si usted no es formador/a de CanScreen5, pero desea consultar y utilizar el material de formación, póngase en contacto con el [equipo de CanScreen5](#).

PRINCIPIOS DEL TAMIZAJE DEL CÁNCER

[Público objetivo](#) [Objetivos de aprendizaje](#) [Duración de la sesión en vivo](#) [Prerrequisito \(módulo de autoaprendizaje en línea\)](#)

Todos los profesionales que participan en los programas de tamizaje del cáncer.



DIAPOSITIVAS EN POWERPOINT
Con notas detalladas para el formador.
Haga clic [AQUÍ](#) para descargar.



ACTIVIDADES DE GRUPO
Perfil del cáncer en el país
Haga clic [AQUÍ](#) para descargar las **instrucciones** y la **plantilla** para los participantes.
Mapee los elementos de su programa de tamizaje del cáncer
Haga clic [AQUÍ](#) para descargar las **instrucciones** y la **plantilla** para los participantes.
Documento de referencia:
Zhang, L., Carvalho, A.L., Mosquera, I. et al. An international consensus on the essential and desirable criteria for an 'organized' cancer screening programme. *BMC Med* 20, 101 (2022).



PONENCIA PRINCIPAL SUGERIDA
Dr. Mauricio Maza, *Control del cáncer en América Latina* (grabado en octubre 2021)
Haga clic [AQUÍ](#) para ver y descargar.



Standard material



IARC GICR Regional Trainer Code of Conduct

Mark as done



Course references and tools

Mark as done



Working material



Final material



Training design

Mark as done

Course contents & material Hidden from students



Training design - testing your learning style

Hidden from students

Mark as done



Task 1: Complete your user profile

Hidden from students

Mark as done

PROBEN-RELATED teaching toolkits

<https://learning.iarc.fr/wcr/courses/cancer-research-toolkit/>

Cancer Research for Cancer Prevention
TEACHING TOOLKIT

PowerPoint slides Notes for trainers Quizzes and exercises Links to data visualization tools

This training toolkit is designed to support anyone involved in transmitting knowledge and skills on cancer research for cancer prevention. The material can be used in a modular and flexible way. It can also be adapted for use in different countries or settings.
Don't hesitate to modify the PowerPoint slides and exercises and to add examples from your own setting.
The material in this training toolkit is published under a [CC BY-NC-SA 3.0 IGO licence](#).

CONTENT

Module 1: Rationale and Scope of Cancer Research for Cancer Prevention
Now available!

Module 2: Cancer Epidemiology. Describing and Understanding Cancer
Will be available later in 2023.

What should we develop next? Which topic would be most useful to you?

- Occupational and Environmental Causes of Cancer
- Biological Processes in Cancer Development
- Primary Prevention at Individual and Population Levels
- Secondary Prevention and Screening

Submit


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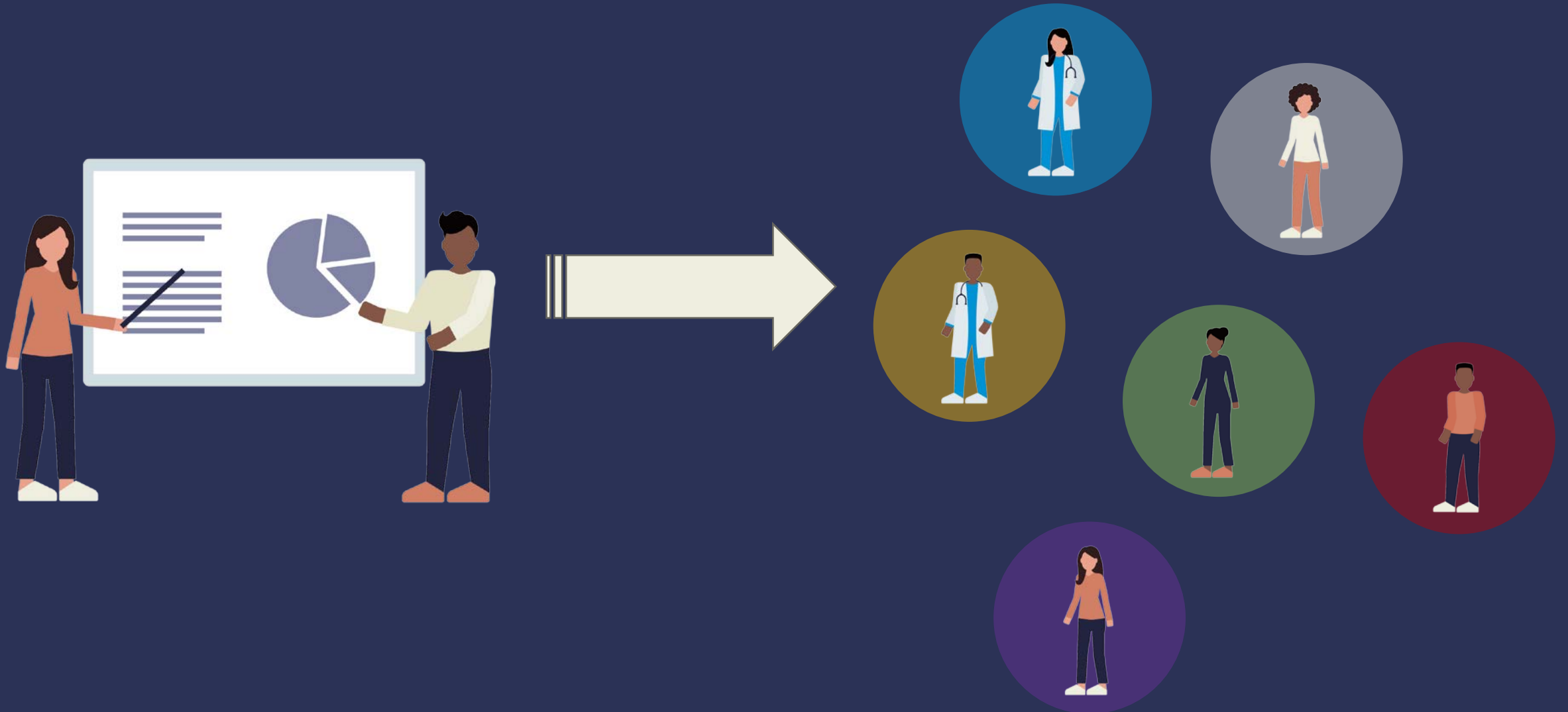
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Training material for who to teach who?



What's in it for you?

How to use this teaching toolkit 1/2

Check the date before presenting

How to use this teaching toolkit 2/2

Check the date before presenting

Target audiences

Check the date before presenting

Duration

Check the date before presenting

About three quarters of global deaths are due to noncommunicable diseases

Evaluate teaching or training sessions of the flash quizzes and/or other exercises by the "country cancer burden profile" group exercise.

Rationale and Scope of Cancer Research for Cancer Prevention



5

Learning objectives

- At the end of the session, you will be able to:
- Discuss the rationale of cancer research for cancer prevention (cancer burden and opportunities for prevention);
 - Differentiate the three levels of cancer prevention strategies;
 - Describe the scope of cancer research for cancer prevention;
 - Recognize the added value of a multidisciplinary approach to cancer research for cancer prevention;
 - Discuss emerging issues and challenges in cancer research for cancer prevention.

6

71%
of deaths worldwide are due to noncommunicable diseases



Data source: WHO (2021)

The story of cigarette smoking and lung cancer



1912

Clinical observation and hypothesis



1940

Epidemiological studies



1950

Animal experimentation



1954

Prospective epidemiological studies



1960

Cellular pathology



1985

Tobacco smoking classified as carcinogenic by the IARC Monographs



Recognition of the cigarette-cancer link
Implementation of tobacco control measures

EXERCISES

Select the answer that are most relevant to your session. Update the answers in slides that are not selected for your session.

Flash quiz: the global cancer burden

In 2020, worldwide the number of deaths from cancer was much higher than the number of deaths from COVID-19.

TRUE FALSE

20

Answer: the global cancer burden

In 2020, worldwide the number of deaths from cancer was much higher than the number of deaths from COVID-19.

TRUE FALSE

21

What's in it for you?



Learning objectives

At the end of the session, you will be able to:

- Discuss the **rationale** of cancer research for cancer prevention (cancer burden and opportunities for prevention);
- Differentiate the **three levels** of cancer prevention strategies;
- Describe the **scope** of cancer research for cancer prevention;
- Recognize the added value of a **multidisciplinary approach** to cancer research for cancer prevention;
- Discuss **emerging issues and challenges** in cancer research for cancer prevention.

Take-home messages

The cancer burden is **expected to increase** in the future, especially in low- and middle-income countries...

...but **opportunities** for prevention exist!

Cancer research involves a **large number of disciplines**...

...that are more likely to succeed if they work **together**!

Cancer prevention happens at **different stages** of the disease:

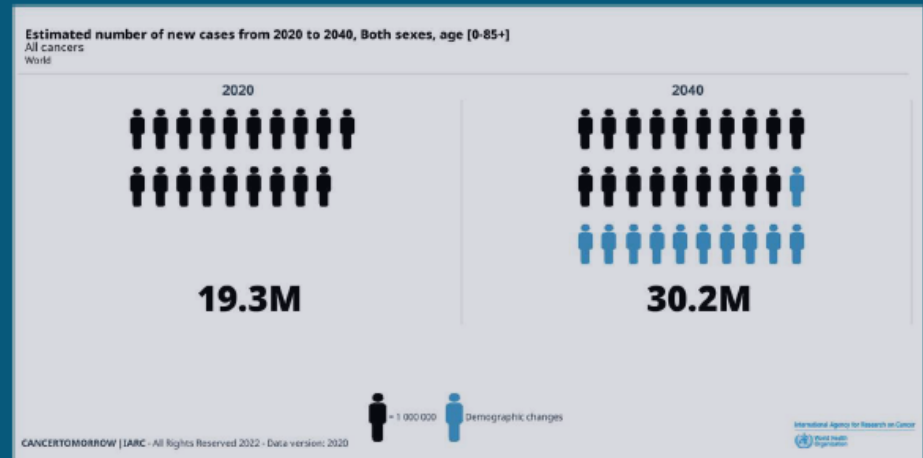
- before development
- at the onset
- after diagnosis

Cancer research has paved the way for cancer prevention interventions. The road ahead has **challenges** but also **great opportunities**.



What's in it for you?

The cancer burden is expected to increase...



The global cancer burden is expected to increase from 19.3 million new cases per year in 2020 to more than 30.2 million new cases per year in 2040. This estimate considers demographic changes only. It does not take into account potential increases in exposures, potential efforts in cancer prevention, or other factors.

- On the Global Cancer Observatory website, you can select a specific country or region or continent of the world (<https://gco.iarc.fr/tomorrow/en/dataviz/isotype>). For instance, try to compare the figure for Europe with the same figure for Asia or Africa. Discuss the trends in the light of population growth.

- This slide focuses on the number of new cases (incident cases), but you may prefer to look at the estimates for number of deaths (mortality). In this case, keep in mind that numbers of deaths depend on both new (incident) cases and existing (prevalent) cases. Mortality also depends on how early cancers are diagnosed as well as medical practice and the health infrastructure available to handle cancer. For example, compare the figure for countries with

What's in it for you?

Flash quiz: the global cancer burden

In 2020, worldwide the number of deaths from cancer was much higher than the number of deaths from COVID-19.

TRUE

FALSE

Group exercise: Cancer burden profile

60–90 minutes

OBJECTIVE

To describe the cancer burden using available online tools.

INSTRUCTIONS

- 1 With your team members, agree on a country for which you would like to analyse the cancer burden.
- 2 Visit the IARC Cancer Global Observatory website (<https://gco.iarc.fr/>) to collect cancer statistics for this country, and other websites to find general facts and risk factors. (30–60 minutes)
- 3 Join another group and compare your respective country cancer profiles. What are the differences and similarities? (30 minutes)

What's in it for you?

Have you found anything interesting for you?



Take-home message and next steps

- The IARC teaching toolkit is a free and open-access resource that can be used in a flexible and modular way. It has been designed **by** trainers **for** trainers!
- Next steps include:
 - ✓ Development of additional modules;
 - ✓ Translation of module 1 to French, and potential other languages.
 - ✓ Dissemination and monitoring of the resource in different settings.