

We must be knowledgeable about cell biology, human genetics, the immune system, and how advances in these fields are forming the foundation for new therapies (Trahan Rieger, 1997). Nurses will be increasingly called upon to participate in discussing and interpreting genetic information and to assist patients, families, and the broader community in understanding, assimilating, and adjusting to the changing context of cancer care (Thomson & Collins, 1998). We must rise to the challenge by expanding our knowledge, refining the interpersonal skills necessary to address the psycho-social aspects of genetics in cancer care, and collaborating with other health care professionals to assist patients and families with the decisions they will face (Bradley, 1999).

Whilst there is at present a lack of education to support the learning needs of nurses in relation to genetic advances and their role in oncology, this is changing (Bradley, 1999). Within the framework of collaborative cancer initiatives taking place across Europe (Ferguson & Kearney, 2000), Cancer genetics: an educational initiative for nurses, has been created. Developed by the European Oncology Nursing Society and F. Hoffman-La Roche, this novel resource will be translated into 5 core languages: English; Spanish; German; French; Italian.

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EONS curriculum for advancing cancer nursing practice

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The EONS Advanced Cancer Nursing Practice Project, funded by the European Commission's Europe Against Cancer Programme, had the aim of developing an education programme for advanced practitioners of cancer nursing and to identify standards against which to audit the work of these nurses. A project working group met in Amsterdam in June 1997 with representation from nine EU Member States. This group proposed a definition of advancing cancer nursing practice and devised a strategy for developing a conceptual framework for Advanced Cancer Nursing Practice in Europe. The conceptual framework, which was based on the result of pilot projects undertaken by each of the working group members, was then used to guide the development of a curriculum and identification of standards for advanced practitioners of cancer nursing. In this symposium the EONS curriculum for advancing cancer nursing practice will be described and issues associated with its use will be discussed.

Workshops

Workshop: English

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Cancer nursing competence

Abstract not received.

Workshop: Spanish

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Cancer nursing competence

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Oncology nursing practice is defined as the provision of professional and competent nursing services to the person, family or community, in all the health-disease continuum, from the prevention of cancer to the care of patients in terminal situation.

The oncology nurses carry out their duties as assistance, teaching, management and research using a scientific method that allows them to identify and treat human responses and to determine the influence of their

services in the physical, psychosocial and spiritual development of the patient.

General Aims: The workshop has the main aim to encourage the oncology nurses to be more secure on their professional development

Be a forum to share the experience on work in cancer nursing at the European level.

Workshop Methodology: The workshop will be divided into several smaller groups in order to facilitate working to the members. Cancer nursing competence will be discussed in the forum and the results will be concluded from group working.

Learning Outcomes: At the end of the workshop, participants should be able to

- (1) Recognise the extent and limits of clinical competence in cancer nursing
- (2) Identify the difficulties for the development in cancer nursing competence
- (3) To be able to transfer expert knowledge in his field of care and takes steps to keep this knowledge up-to-date.
- (4) To assume clinical responsibility for aspects of care with patients, team, community and society, and itself.
- (5) Be able for independent clinical decisions.
- (6) Synthesise clinical, scientific and experiential knowledge and apply it to the diagnosis and management of specific patient problems.
- (7) To be able to establish a therapeutic nurse-patient relationship.
- (8) Act as a role model, tutor and mentor for junior colleagues.
- (9) Evaluate patient outcomes, cost-effectiveness and quality of care.