

practice. The question of how close a professional nurse can relate to the situation of a patient in pain or suffering must always be evaluated by taking into account the specificity of the situation.

Being open for critical feedback within a multidisciplinary team is essential for the reflection of one's own coping strategies. Several strategies aim to reduce the chance of burnout or 'compassion fatigue' (Welsh, 1999) in oncology nursing.

This paper discusses examples of empathic behavior in oncology nursing from a clinical, literature and research perspective.

1401

Ethical aspects of emotional labour

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Purpose: To describe ethical problems in cancer nursing and the meaning of those problems for the emotional burden of nurses.

Starting Point: Ethical problems in cancer nursing are dilemmas between values and can be divided into four dimensions: a) problems between patient and nurse, b) problems between nurse and nurse, c) problems between nurse and organisation and d) problems between nurse and other health care professionals

Main Content Areas: In the presentation, all the dimensions will be shortly described. The main emphasis, however, is in ethical problems between nurse and patient. The main areas of ethical problems in these dimensions are:

- (a) Ethical problems between nurse and patient → autonomy, privacy, informed consent
- (b) Ethical problems between nurse and nurse → collegiality
- (c) Ethical problems between nurse and organisation → structures and resources to solve ethical problems
- (d) Ethical problems between nurse and other health care professionals → collaboration, acceptance.

Each of these can cause emotional burden to nurses.

1402

The role conflicts and involvement - the nurse researcher in clinical practice

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What is clinical practice like for doctorally prepared nurses?

Traditionally, research, teaching and service have been the primary components of scholarship for the doctorally prepared nurse in academe. However, the demands of these traditional components of scholarship in

the academic setting decreased the involvement of nurse researchers in the practice setting. The gap between theory and practice seems to have arisen from the distinction first made between those who teach and those who practice. The change towards higher education in nursing created an even greater potential for widening the gap.

In emergent literature, people holding joint appointments are often being referred to as lecturer practitioners. To maintain clinical practice at expert level is a mean to value clinical nursing and is of equal importance to the lecturing and researcher role. To achieve both an expert level and a broad range of experience requires leadership skills, to be a change agent, research skill, ethical decision making skills and contribution to the educational experiences of students.

Under the umbrella of practice development in Sweden the need for expansion in areas of health care such as policy, practice, research and development of nursing care are emerging. The role is a new concept and therefore offers a degree of freedom to develop and shape the post. The overall aim of such posts are to build bridges to enable nursing care to become fit for the delivery of first class service.

Attempting to address all that is required whilst having a 'foot in several camps' may create role overload, the dual accountability and authority are components of conflict. This paper explores the complexity of the role and shares the presenter's personal experience as a joint appointee in clinical practice, research and teaching.

1403

Managing personal involvement

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The very nature of cancer and its treatments allows for the development of long-term relationships between nurses and patients, in which there is great potential for nurses to become personally involved. In the UK, changes in recent years within both nursing and health care have emphasised the importance of nurse-patient relationships. However, the nature and the consequences of nurses' personal involvement need to be fully understood.

This paper will present some of the findings from a study which used grounded theory methodology to explore personal involvement from the perspective of the cancer nurse. Data were collected in tape-recorded interviews with a total of 40 nurses. Detailed analysis of these data led to the development of the 'Theory of Managing Involvement'. This theory suggests that nurses undergo a five-stage process of learning how to manage their involvement so that they are able to become personally involved in relationships with cancer patients in a positive and mutually beneficial way. This paper will present an overview of the whole theory, and then focus on how nurses learn to distinguish between involvement and over-involvement.

Workshop: English

1404

Developing your role as an advanced practitioner

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In Europe cancer nursing has developed relatively recently as a specialist development within nursing. Specialist nurses in cancer care are engaged in a broad spectrum of areas such as advanced clinical practice, education, management and research. Within these domains cancer nurses have adopted a diversity of different roles. A growing number of nurses form their own practice, some expanding to establish nurse-led clinics or act as nurse consultants. However, in many of the countries in Europe, there is no clear strategy for delivery of post basic education in cancer nursing and frameworks for professional development are lacking.

In 1999 The European Oncology Nursing Society developed a working definition to support the need for advancing cancer nursing practice at a European level. The definition states: "Advancing cancer nursing practice aims to adjust the boundaries of health care to impact patient/client outcomes. This is a dynamic innovative process demonstrated in practice and informed by education, scientific research and clinical expertise" (EONS 1999).

Using the framework of the definition, this workshop will give participants the opportunity to learn, share and discuss experiences of advanced practitioners working in different fields of cancer nursing practice. The workshop will also aim to facilitate discussions about how to increase collaboration between clinical practice, education, management and research. Examples of strategies developed to enhance the development of advanced practitioners will be given.