

cancer treatments and the demands from patients who become more and more knowledgeable.

This presentation will focus on shared values and respect as necessary conditions in collaboration and how ethnocentrism has to be avoided.

1469

Patient

Abstract not received.

1470

Power and Challenges of Collaboration: Perspective from the Industry

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From the pharmaceutical industry perspective there are enormous benefits in collaborating with cancer patient and professional organisations. The pharmaceutical industry shares many goals with such organisations and collaboration can result in more effective and speedy outcomes. Common

goals include achieving an environment which is optimal for cancer care. Such an environment will facilitate the safe and effective delivery of cancer drugs. The pharmaceutical industry also shares the goal that patients are educated and empowered. Patients can then work with the industry and cancer professionals to design clinical trials and to help recruit patients into these trials. Finally, collaboration amongst the industry, patient and professional groups can help speed up the approval of novel cancer drugs, a significant issue in Europe today.

The key challenge for the industry is that despite our willingness to collaborate, our motives are often viewed with suspicion and many organisations fear that involvement with us can compromise credibility.

One way forward is that when the industry wants to partner with a professional/patient organisation on a project, and visa versa, clear principles should guide the relationship. It should be acknowledged that everyone has a right to benefit from the partnership and the contribution of each member should be valued and used appropriately - a truly symbiotic relationship. The pharmaceutical industry should never seek to compromise a patient/professional organisation's credibility, since credibility is the key to the achievement of mutual goals. A good example of these principles in action is AstraZeneca's recent partnership with EONS on the Nursing in Colorectal Cancer Initiative (NCCCI). This project demonstrated the power of collaboration and also how the challenges can be overcome.

Poster Sessions

Integrating research, clinical practice and education

1471

POSTER

Improving quality of care for patients with advanced cancer through a knowledge exchange program

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Cancer nursing in Sweden, as in other countries, is fraught with many problems. Societal changes lead to frequent re-organisation of health care, increasing work loads with 'sicker' patients both in hospital and in home environments and increasingly limited economic resources for health care. In addition, the continually increasing and changing nature of the knowledge needed for expert care provision of patients with advanced cancer challenges nurses to continually update their competencies. At present, there is a lack of contact between cancer nursing practice, education and research. These are all issues which demand proactive and dynamic changes in the way nurses conceive their mandates and practice.

The aim of the project described in this poster is therefore to foster improved quality of care for patients with advanced cancer through collaborative endeavours integrating cancer nursing clinical practice, research and education, by means of a knowledge exchange program.

In this multicenter project, focus group discussions have been held with staff at three facilities for cancer patients with palliative care needs - one acute care ward for lung cancer patients, and two palliative care facilities including advanced home care, located in two different Swedish cities. The staff discussions related to issues requiring more knowledge resulted in a bank of research questions for literature reviews, which are forwarded to baccalaureate nursing students to carry out within the framework of their nursing education. The results of the literature studies are then presented in form of an academic paper meeting educational requirements, as well as presented back to the participating units in clinically relevant form, determined in collaboration with the participating clinical staff.

The project is thus expected to have clinical implications in terms of increased accessibility to existing knowledge of different types, which can be used by nurses working with cancer patients and families to improve care. Nursing students play an intermediate role, which hopefully can facilitate

integration of theoretical and experiential knowledge. Another expected outcome is generation of clinically relevant issues for further nursing research. Finally, this project provides a forum for sharing reflection about cancer nursing practice among clinicians, students and nursing teachers.

1472

POSTER

The long and short of it: A comparison of two approaches to teaching communication skills

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Introduction: Communication between healthcare professionals and patients is a major cause of complaint. The positive outcomes of communication skills training integrated into part time cancer/palliative care courses have been established (Wilkinson et al 1999). It is unclear whether similar benefits can be demonstrated with a condensed training course. Aim: To compare the outcomes of two different communication skills training approaches. Methods: Contact time, teaching and evaluation methods were standardised. Each course comprised of 26 hours of contact time. The long course was separated into three days over a six month period, participants returned to clinical practice in between. The short course comprised of three consecutive days. Both courses included additional time for individual feedback on audio-taped assessments. Each group set their agenda, teaching methods included role play, discussion and demonstration videos. Pre-course, all participants completed a demographic questionnaire and an audio-tape recording of a patient assessment. Post course, each participant submitted a second tape recording of a patient assessment, together with a self critique. Both tapes were rated using The Communication Skills Rating Scale (Wilkinson 1991). Results: 300 nurses completed the long training and 96 the condensed short course. There were no significant differences in demographic data between the two samples. Nurses on the longer course demonstrated statistically significant improvements in every area of the assessment ($p=0.01$). Preliminary analysis indicates that the nurses on the short courses also improved on every area of assessment. More detailed analysis between the two samples is currently underway and will be presented.