

## Facilitating the Integration of Caring for the Cancer Survivor in Undergraduate Nursing Education

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**Purpose/Objectives:** To explore nurse faculty beliefs and teaching practices regarding the care of the cancer survivor in undergraduate nursing programs. To identify barriers and facilitators to the inclusion of cancer survivorship content in undergraduate nursing programs.

**Research Approach:** Qualitative, descriptive.

**Setting:** Naturalistic settings at the choice of the participant (diner or restaurant).

**Participants:** 14 baccalaureate nursing faculty from 2 northeastern states, representing 6 schools of nursing.

**Methodological Approach:** Face-to-face semi structured interviews with open-ended questions.

**Findings:** Nursing faculty believe cancer survivorship care belongs in undergraduate nursing programs, but identify a gap in their curriculum regarding the physical, psychosocial, and spiritual needs of the cancer survivor. Only 14% of participants integrated all stages of survivorship when planning classroom and clinical learning experiences. Faculty identified barriers and facilitators for including survivorship in curricula.

**Interpretation:** Nursing faculty require education on the current definition of cancer survivorship and the needs of survivors during the acute, extended, and permanent stages of survivorship.

**Implications for Nursing:** A significant gap in the education of nursing students on cancer survivorship was confirmed. Nursing faculty believe that nursing students should be educated on survivorship care but teaching practices are not consistent with this belief.

A revision of current undergraduate nursing curricula regarding what is essential content for prelicensure BSN student is recommended. There is a need to increase opportunities for interprofessional collaboration between nursing students and other health care professions.

**Key Words:** Cancer Survivorship; Nursing Education; Nursing Education and Cancer Survivorship; Teaching Cancer Survivorship