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Integrating the PCC4U Modules into a New Undergraduate Nursing Curriculum: The UNDA – Sydney Experience

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INTEGRATING THE PCC4U MODULES INTO A NEW UNDERGRADUATE NURSING CURRICULUM: THE UNDA – SYDNEY EXPERIENCE

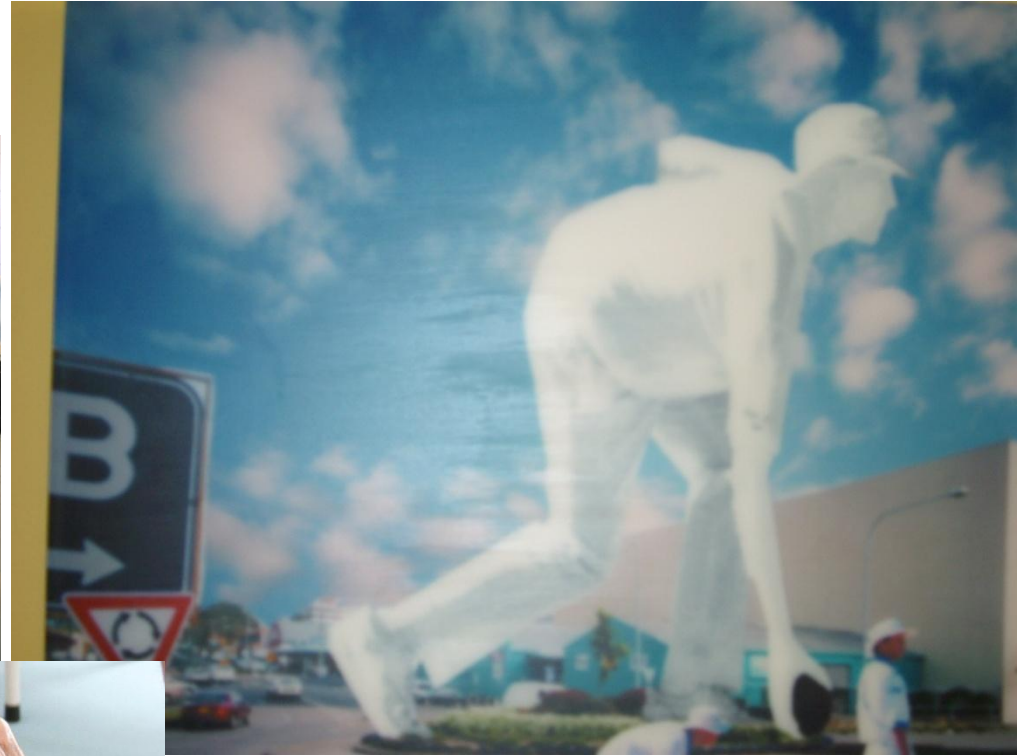
Authors: J. Ramjan, C. Costa, L. Hickman and
J. Phillips

Introduction

- Why integrate palliative care concepts into an undergraduate nursing course?
 - Do generalist nurses need this specialist knowledge?
 - Why not a single, discreet palliative care unit?
 - When should these concepts be introduced?



Population ageing driving changes



Questions we asked

- Why integrate palliative care concepts into an undergraduate nursing course?
- Do generalist nurses need this specialist knowledge?

Questions we asked

- Why not a single, discreet palliative care unit?
- When should these concepts be introduced?



First year – palliative care concepts

- Essential Skills for Adult Care
 - Introduce palliative care concepts
- Communication for Professional Practice
 - Breaking bad news
- Introduction to the Human Body
 - Ageing and endings

Second Year - palliative care concepts

- Pathophysiology and Pharmacology 1
 - Utilize PCC4U resources
 - 16 hours – tutorials
 - 35% of unit mark
 - Attendance and participation essential

Third Year - palliative care concepts

□ Chronic Illness and Palliation

- EdCaN - Cancer Nursing Resources
- 8 hours of lectures
- 24 hours of workshops

□ Therapeutic communication

- PCC4U Module 2
- 8 hours of lectures
- 16 hours of tutorials

Evaluation

- Anecdotal from students: very positive
- Evaluations of students from institutions:
high praise