

Teaching of palliative care in undergraduate nursing

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BACKGROUND: There is a growing demand for Palliative Care (PC) around the world. According to the WHO, each year about 40 million people need Palliative Care; of these, 20 million are in the final phase of their lives. A major challenge to establish a Palliative Care policy in many countries is the training of health professionals to provide quality care throughout all the life cycle, until death. These skills should begin to be developed during the undergraduate degree. However, the majority of nurses continue to demonstrate that this is one of the areas where they feel more unprepared and that cause greater emotional disorder. Thus, it becomes evident the need for reflection on the teaching process of palliative care in nursing undergraduate courses. **HYPOTHESIS:** Undergraduate nursing courses are failing to prepare professionals with competencies to provide palliative care. **METHODS:** An integrative review, conducted through the databases LILACS, PubMed, CINAHL and Scielo, according to PRISMA criteria. Were included articles published in the last five years, in which was evaluated the teaching of palliative care in the nursing undergraduate education; with complete summary and text available online; written in English, Portuguese or Spanish. **RESULTS:** The final sample consisted of 28 studies, mostly from the United States and the United Kingdom. The results indicated a fragmentation in most curricula of nursing courses, with focus on technical disciplines and procedures; gaps in knowledge of new graduates to provide palliative care and ineffectiveness of the traditional teaching methods to change the fear of personal involvement and suffering. It was demonstrated that nursing education in palliative care is still fragile. Traditional models of medical education have shown to be insufficient to enable nurses to provide appropriate care for death or incurable diseases.