



Core Curriculum for Oncology Nursing

Translated from Japanese version 2010

Japanese Society of Cancer Nursing

I. Introduction

1. Background of the creation of the Japanese version of the Core Curriculum for Oncology Nursing

In 2005, the Education and Research Activities Committee of the Japanese Society of Cancer Nursing organized a project associated with the Core Curriculum for Oncology Nursing¹ in order to improve the quality of oncology nursing in Japan. They translated and published the Core Curriculum for Oncology Nursing (4th edition) issued by the U.S. Oncology Nursing Society (ONS) and disseminated it to the Japanese nursing community. However, even though the U.S. version of the Core Curriculum for Oncology Nursing is useful, we believe that there is an urgent need to create a Core Curriculum for Oncology Nursing that would be applicable to Japan's unique situation, as cancer care practice and oncology nursing education are different than in the U.S.

People in Japan are eagerly waiting for standardized medical services, and nurses who can provide high-quality cancer care are important to any facility. Hence, in 2007, we began drafting a Japanese version of the Core Curriculum for Oncology Nursing, which can contribute to training cancer nursing professionals who specialize in supporting cancer patients and their families and can provide high-quality oncology nursing at facilities including cancer clinics and affiliated hospitals all over Japan.

The first step we took in drafting the Japanese version of the Core Curriculum for Oncology Nursing was to analyze materials such as clinical education programs for oncology nursing at 8 facilities (3 oncology hospitals and 5 general hospitals) that employ certified nurse specialists (CNS), lecture materials for oncology nursing in the basic education curricula of 10 universities, and 12 books about oncology nursing. From this analysis, we identified core topics that are essential to oncology nursing and created a draft of the curriculum. The second step we took was to conduct group interviews about the appropriateness of the draft of the core curriculum with students who completed oncology nursing CNS and CNS courses and obtain opinions from board members. We then revised the draft based on these data. The third step we took was to present the revised draft at academic meetings of the Japanese Society of Cancer Nursing and further refine it by incorporating opinions obtained from the society members in person and in writing.

The Japanese version of the Core Curriculum for Oncology Nursing that is presented here is the draft that the Japanese Society of Cancer Nursing has subjected to these processes and will submit to its members to support education of high-quality cancer nursing professionals in Japan (Part I). Hence, our objective was not to create evidence-based guidelines but rather to identify core elements of oncology nursing and develop a curriculum.

This core curriculum reflects a wide range of opinions from members of the Japanese Society of Cancer Nursing, and includes "21" broad core elements. Currently, it can be used in many fields such as ongoing, specialized, and basic nursing education. We will need to continue to improve the curriculum with careful consideration to requests from members of the Japanese Society of Cancer Nursing and the external community as well as advances in medical practice, medical science, and nursing. Furthermore, content regarding conditions associated with treatments, disease, and symptom management, the latest knowledge and techniques, and nursing practice in specific fields will be discussed in the next committee meeting and presented as Part II.

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***1) Core curriculum**

Educational material necessary for nurses to acquire basic knowledge and skills that are essential for oncology nursing practice

2. Basic objectives in drafting the Japanese version of the Core Curriculum for Oncology Nursing

The Japanese Society of Cancer Nursing has created a Japanese version of the Core Curriculum for Oncology Nursing to contribute to the standardized training of cancer nursing professionals who can apply basic nursing skills and techniques acquired through cancer nursing experience, independent study, and continuing education to responsibly and appropriately provide comprehensive care to cancer patients and their families. The seven educational goals for cancer nursing professionals are as follows:

- 1) To have plentiful basic knowledge necessary to understand cancer and be able to use it in cancer nursing practice.
- 2) To uphold professional ethics when dealing with cancer patients and families in various situations, and to be able to provide support necessary to maintain or improve patients' and their families' QOL by communicating with relevant people.
- 3) To understand experiences of cancer patients and their families, and be able to provide support for types of loss and crisis characteristic of particular disease stages or treatments.
- 4) To understand self-care, health promotion, and rehabilitation, which are basic concepts of support in nursing practice for cancer patients and their families, and to be able to provide necessary support as a team.
- 5) To be able to provide seamless support for symptom management, end-of-life care, and home-based care, which are characteristic of cancer nursing, to cancer patients and their families through collaboration between hospital wards, outpatient clinics, and the local community.
- 6) To understand characteristics of cancer treatment and palliative care concepts, and to be able to provide nursing care respecting patients' and their families' wishes.
- 7) To be able to personally contemplate nursing practice, and establish personal views on nursing, outlooks on life and death, and ethics.

3. Application of the Japanese version of the Core Curriculum for Oncology Nursing

The core curriculum does not simply cover the latest knowledge, techniques, and topics in cancer treatment or cancer nursing. Rather, it identifies concepts, knowledge, and skills that nurses involved in cancer nursing must understand, or in other words, fundamental core elements of cancer nursing practice that nurses must understand to perform standard cancer nursing tasks. Hence, it does not necessarily identify evidence-based elements and includes core elements for which evidence must continue to be gathered but that seem to be essential in nursing practice.

The core curriculum is designed to be a highly versatile tool that can serve as a foundation for improving oncology nursing and can be used in ongoing, specialized and basic nursing education. Therefore, the curriculum contains elements that are necessary as a foundation for improving understanding of oncology nursing (essential elements) and can be applied as needed with consideration to the setting of nursing education, student backgrounds, and the stages or levels of the nurses.

We present the core curriculum as essential knowledge in cancer nursing practice. However, it does not mean that nurses can reach the educational goals described above by studying this content alone. We believe that they can acquire the ability to practice high-quality cancer nursing by studying knowledge and skills regarding cancer patients and their families based on this core curriculum and applying what they have learned to everyday nursing work. In other words, we assume that they can improve their own nursing skills and reach the educational goals through applying the specialist knowledge they learned to daily clinical work and repeated practice while receiving instructor evaluations.

II. The Japanese version of the Core Curriculum for Oncology Nursing

1. Basic points

The contents of the core curriculum are divided into 3 areas: (A) Basic knowledge necessary to understand cancer, (B) Fundamental ideas about cancer nursing, (C) Basics of cancer nursing practice (1. Understanding cancer patients and their families, 2. Basic concepts and methods of cancer nursing practice, 3. Nursing practice focused on the cancer treatment and management process).

[Areas]

A. Basic knowledge necessary to understand cancer

Knowledge that is essential to satisfying the demands of cancer care practice or society and that nurses need to keep acquiring continuously in order to practice cancer care

B. Fundamental ideas about cancer nursing

Fundamental ideas about cancer nursing that nurses should have to equip themselves with qualities and abilities necessary in cancer nursing practice

C. Basics of cancer nursing practice

Basics of cancer nursing practice that have been established based on evidence and that nurses involved in cancer nursing need to acquire. The basics of cancer nursing practice can be categorized into three areas as follows.

<Fields>

1) Understanding cancer patients and their families

Information that will provide a framework for cancer care nurses to understand cancer patients and their families seamlessly and in the context of their situation

2) Basic concepts and methods of cancer nursing practice

Strategies and approaches that are essential to cancer care nurses in thinking about how to provide support to cancer patients and their families

3) Nursing practice focused on the cancer treatment and management process

Information that cancer care nurses must know to provide support to patients undergoing cancer treatments (including palliative care) and their families throughout the disease course

2. Educational content

The educational content includes 21 core topics: “characteristics of cancer,” “cancer patients and society,” “cancer care and pharmacology,” “cancer patients and nutrition,” “cancer patients and QOL,” “cancer care and nursing ethics,” “cancer patients and communication,” “cancer survivors,” “families of cancer patients,” “loss and crisis of cancer patients,” “cancer patients and self-care,” “cancer patients and a team approach,” “cancer patients and health promotion,” “cancer patients and rehabilitation,” “symptom management for cancer patients,” “end-of-life care for cancer patients,” “home care support for cancer patients,” “cancer nursing in surgery,” “cancer nursing in chemotherapy,” “cancer nursing in radiotherapy,” and “cancer patients and palliative care.” These are structured as follows (see Table 1).

- A. Basic knowledge necessary to understand cancer
 - Characteristics of cancer
 - Cancer patients and society
 - Cancer care and pharmacology
 - Cancer patients and nutrition

- B. Fundamental ideas about cancer nursing
 - Cancer patients and QOL
 - Cancer care and nursing ethics
 - Cancer patients and communication

- C. Basics of cancer nursing practice
 - 1) Understanding cancer patients and their families
 - Cancer survivors
 - Families of cancer patients
 - Loss and crisis of cancer patients

 - 2) Basic concepts and methods of cancer nursing practice
 - Cancer patients and self-care
 - Cancer patients and a team approach
 - Cancer patients and health promotion
 - Cancer patients and rehabilitation
 - Symptom management for cancer patients
 - End-of-life care for cancer patients
 - Home care support for cancer patients

 - 3) Nursing practice focused on the cancer treatment and management process
 - Cancer nursing in surgery
 - Cancer nursing in chemotherapy
 - Cancer nursing in radiotherapy
 - Cancer patients and palliative care

Table 1: Structure of the Japanese version of the Core Curriculum for Oncology Nursing

Area	Core topic	Significance of core topic
A. Basic knowledge necessary to understand cancer	Characteristics of cancer	WHO states that “cancer is a disease that anyone can develop and it affects patients, their families, and society,” and has been promoting cancer control strategies that fit this reality. Therefore, “characteristics of cancer” and “cancer patients and society” were included in this curriculum as basic knowledge necessary to understand the disease. “Cancer care and pharmacology” and “cancer patients and nutrition” were then included independently considering that drugs play an important role in cancer treatment and that cancer itself is deeply related to nutrition.
	Cancer patients and society	
	Cancer care and pharmacology	
	Cancer patients and nutrition	
B. Fundamental ideas of cancer nursing	Cancer patients and QOL	The overall goal of the Basic Plan to Promote Cancer Control Programs is to “reduce the suffering of cancer patients and their families and to maintain or improve their quality of life while they receive cancer care.” This should be a goal for all medical practitioners who work with cancer patients and their families. In other words, the QOL of cancer patients and their families is considered the most important goal when providing seamless care. We included “cancer patients and QOL” in this curriculum to deepen nurses’ understanding about the QOL of cancer patients and their families in various stages, treatments, disease progression levels, and care settings, and make clear the goal of maintaining or improving QOL.
	Cancer care and nursing ethics	Ethical issues arise every day in cancer care settings. Nurses are responsible for honing their ethical sensibilities and working to resolve ethical issues. We believe that including “cancer care and nursing ethics” in this curriculum will enable nurses to apply this basic ethical knowledge in daily nursing practice and advocate to improve care and QOL of patients and their families.
	Cancer patients and communication	Development of communication skills is essential to nurses because they need to support cancer patients and their families to face harsh realities, make decisions, and handle the situation. We included “cancer patients and communication” in this curriculum so that nurses can deepen their knowledge, improve their manner, and improve skills necessary to establish supportive relationships with cancer patients and their families, and so that they can perceive the significance of communication with cancer patients and families who are experiencing total pain and with those who have been involved in their care.

Table 1: Structure of the Japanese version of the Core Curriculum for Oncology Nursing (continued)

Area		Core topic	Significance of core topic
C. Basics of cancer nursing practice	1. Understanding cancer patients and their families	Cancer survivors	The five-year survival rate for all cancer patients is currently over 50% due to advances in cancer diagnostic technologies and treatments, and most types of cancer have come to be considered chronic diseases. This has limited our ability to identify patients by disease progression, disease stage, or duration of survival, so we have come to identify them with the concept of “survivor,” which signifies that a patient continues to survive from the day of their cancer diagnosis until the end of their life. We included “cancer survivors” in this curriculum so that nurses can understand cancer survivors and their views on survivorship and can give them appropriate support throughout the course of survivorship.
		Families of cancer patients	Patients’ families also experience various types of loss and crises. They also go through grief and anticipatory grief of potentially losing someone important. Nurses should consider family members as candidates for care and provide support to them in addition to patients themselves. We included “families of cancer patients” in this curriculum so that nurses can understand their experiences and troubles, and provide support that aligns with families’ needs.
		Loss and crisis of cancer patients	Most cancer patients face various types of loss and crises throughout the course of the disease. Nurses should help patients to personally confront the loss or crisis they face and to cope. We included “loss and crisis of cancer patients” in this curriculum so that nurses can deepen their understanding of losses and crises that patients face and provide interventions based on crisis theory or support necessary for cancer patients to handle their harsh experiences.

Table 1: Structure of the Japanese version of the Core Curriculum for Oncology Nursing (continued)

Area		Core topic	Significance of core topic
C. Basics of cancer nursing practice	2. Basic concepts and methods of cancer nursing practice	Cancer patients and self-care	As cancer treatments have advanced, more and more patients are now being treated while going about their everyday lives, which has made patients' self-care important at hospital wards, outpatient clinics, and at home. Nurses need to encourage patients to find their abilities and support them so that they can practice effective self-care. We included "cancer patients and self-care" in this curriculum so that nurses can find patients' abilities, understand patients' ideas about self-care, and provide effective self-care support.
		Cancer patients and a team approach	As medical technology has become more advanced and specialized and the medical environment surrounding patients has become more complex, patients have come to require a wider range of greater services. Therefore, the importance of "a team approach with multiple professions" has grown because it enables professionals to resolve problems effectively at an earlier stage in patients with complicated issues. We included "cancer patients and a team approach" in this curriculum so that nurses can understand complicated medical issues that patients and their families have, and realize their roles as a nurse in the team. This will enable them to strive to provide higher-quality medical care by making use of their specialty in connection or collaboration with medical professionals in other roles.
		Cancer patients and health promotion	The Cancer Control Act clearly states that citizens have a duty to pay necessary attention to prevent cancer and to receive a cancer screening if necessary. Furthermore, medical professionals have a duty to cooperate with national and local public services in cancer control and contribute to cancer prevention. In other words, citizens and medical professionals have a duty to prevent and detect cancer in its early stages. We included "cancer patients and health promotion" in this curriculum to help nurses educate people regarding prevention and early detection of cancer and support health promotion for cancer patients and families wherever they work.

Table 1: Structure of the Japanese version of the Core Curriculum for Oncology Nursing (continued)

Area	Core topic	Significance of core topic	
C. Basics of cancer nursing practice	2. Basic concepts and methods of cancer nursing practice	Cancer patients and rehabilitation	<p>Cancer treatment is provided in a multidisciplinary fashion. With surgery, cancer patients are confused by changes to their appearance and development of complications or functional disorders and experience various disruptions to their lives. Rehabilitation plays an important role in helping patients to accept these disabilities and regain their life functions. In addition, active rehabilitation for general fatigue associated with cancer, chemotherapy, or radiation and long-term bed rest can improve patients' QOL. We included "cancer patients and rehabilitation" in this curriculum so that nurses can understand how patients who suffer from disabilities associated with treatment perceive themselves and how they accept these disabilities, and can support the rehabilitation of cancer patients who are in the middle of the loss and grief process.</p>
		Symptom management for cancer patients	<p>All cancer patients experience symptoms associated with cancer, and these symptoms greatly affect their daily lives and QOL. It is a duty for nurses to relieve symptoms of cancer patients. It is important to perform patient-centered symptom management for cancer patients as well as to investigate the causes of their symptoms. We included "symptom management for cancer patients" in this curriculum so that nurses can understand patient-centered symptom management philosophies and methods to relieve symptoms based on their understanding of patients' conditions, and can provide support for patients to maintain appropriate QOL.</p>
		End-of-life care for cancer patients	<p>Everybody dies, and it is important for cancer patients to live as they want at the end of their lives so that they can appreciate their last days. However, patients who sense that they cannot avoid death show unique reactions while they go through the dying process. Nurses need to support patients in the terminal stage to survive until the very end, while supporting their families as well. We included "end-of life care for cancer patients" so that nurses can understand the experiences and pains of patients in the terminal stage and their families. They will understand what it means to support patients to live until the very end and will be able to provide meaningful end-of-life care to patients and their families.</p>

Table 1: Structure of the Japanese version of the Core Curriculum for Oncology Nursing (continued)

Area		Core topic	Significance of core topic
C. Basics of cancer nursing practice	2. Basic concepts and methods of cancer nursing practice	Home care support for cancer patients	Cancer patients are provided care in various settings based on the disease stage, types of treatments, and values or preferences of patients and their families. Recently, there has been an increasing need for homecare among cancer patients. Therefore, it is essential for relevant professionals at facilities, outpatient clinics, and local communities to provide support in collaboration. Nurses are responsible for helping patients to spend their lives as they want while taking the characteristics of care settings into consideration. We included “homecare support for cancer patients” in this curriculum so that nurses can understand the characteristics of home care and their roles to play in such settings, and therefore can still support patients if they request home care.
	3. Nursing practice focused on the cancer treatment and management process	Cancer nursing in surgery	The World Health Organization (WHO) suggests that cancer treatment be performed in a multidisciplinary fashion. They recommend that palliative care be provided along with active cancer treatments from the point where patients are diagnosed with cancer. We included 3 major treatments of cancer, namely, “cancer nursing in surgery,” “cancer nursing in chemotherapy,” and “cancer nursing in radiotherapy” as well as “cancer patients and palliative care.” It is essential to know the basic points of these 3 major cancer treatments and palliative care in order to provide high-quality care for cancer patients and their families.
		Cancer nursing in chemotherapy	
		Cancer nursing in radiotherapy	
		Cancer patients and palliative care	

3. How the core curriculum is presented (see Table 2)

1) Areas

The Core Curriculum for Oncology Nursing has been divided into 3 areas consisting of 21 core topics. These areas have been designed to make the core curriculum more practical, and to make it easier for nurses to understand the whole picture of the curriculum. However, these do not represent the order of learning or priority among items.

2) General goals

General goals represent abilities that nurses can acquire by learning all content in the core.

3) Achievement goals

Achievement goals are indices that show how well nurses need to learn the content described in the general goals. The level (depth) of these goals is determined by the curriculum user and modified to fit to the facility or students before use. For example, “can provide support” can be modified to “can explain support methods” depending on what nurses are studying this curriculum.

Table 2: General goals and achievement goals in the Japanese version of the Core Curriculum for Oncology Nursing

Areas	Core topic	General goal	Achievement goals
A. Basic knowledge necessary to understand cancer	Characteristics of cancer	Acquire medical knowledge regarding cancer that is necessary for cancer nursing practice	<ol style="list-style-type: none"> 1. Can briefly describe cancer epidemiology 2. Can briefly describe the onset mechanism and causes of cancer 3. Can describe the diagnosis and treatment of cancer 4. Can describe prevention of cancer
	Cancer patients and society	Understand social circumstances that surround cancer patients	<ol style="list-style-type: none"> 1. Can describe social influence imposed by cancer and its significance 2. Can describe economic issues associated with cancer care 3. Can describe important points of cancer healthcare policy
	Cancer care and pharmacology	Acquire pharmacological knowledge necessary for cancer nursing practice	<ol style="list-style-type: none"> 1. Can briefly describe the basics of pharmacokinetics 2. Can describe adverse events of drugs 3. Can describe pharmacological effects of major drugs used in treatment or symptom management 4. Can describe how to control and handle major drugs used in treatment or symptom management 5. Can summarize clinical studies in which new cancer drugs have been developed
	Cancer patients and nutrition	Acquire knowledge necessary for nutrition management for cancer patients	<ol style="list-style-type: none"> 1. Can describe the meaning of eating for cancer patients 2. Can describe how nutritional disorders present in cancer patients 3. Can describe important points for evaluating cancer patients' nutritional status 4. Can describe how to manage a patient's nutrition to account for changes in treatments or the condition of the disease

Table 2: General goals and achievement goals in the Japanese version of the Core Curriculum for Oncology Nursing (continued)

Area	Core topic	General goal	Achievement goals
B. Fundamental ideas about cancer nursing	Cancer patients and QOL	Understand what QOL means for cancer patients and their families and acquire the ability to aid them in achieving good QOL	<ol style="list-style-type: none"> 1. Can describe what QOL means for cancer patients and their families 2. Can describe factors of QOL for cancer patients and their families 3. Can assess and evaluate QOL of cancer patients and their families 4. Can strive to emphasize QOL in nursing care practice
	Cancer care and nursing ethics	Understand ethical issues that arise in cancer care and acquire the ability to ethically handle such situations as a specialist nurse	<ol style="list-style-type: none"> 1. Can describe basic knowledge of ethics(patients' rights, ethical principles, ethics of care, general ethical principles for nurses, and advocacy) as well as ethical attitudes and views in nursing practice 2. Can describe ethical issues in nursing practice 3. Can tackle ethical issues in nursing practice 4. Can describe what it means to respect patients' rights in decision-making 5. Can help patients and their families to make decisions in the course of cancer treatment and care
	Cancer patients and communication	Understand the significance of communication in cancer care settings and acquire the ability to establish relationships of trust	<ol style="list-style-type: none"> 1. Can describe the significance of communications in cancer nursing practice 2. Can describe basic communication skills useful in cancer nursing practice 3. Can communicate with cancer patients and their families in a way that fits their situations 4. Can communicate with health care and welfare team members

Table 2: General goals and achievement goals in the Japanese version of the Core Curriculum for Oncology Nursing (continued)

Area		Core topic	General goal	Achievement goals
C. Basics of cancer nursing practice	1. Understanding cancer patients and their families	Cancer survivors	Acquire the ability to consider cancer patients as people who live with cancer, based on ideas of cancer survivorship	<ol style="list-style-type: none"> 1. Can describe ideas of cancer survivorship 2. Can describe the basics of support for cancer survivors 3. Can describe support at each stage of development for cancer survivors and their families 4. Can describe how support is provided in different care settings (hospital wards, outpatient clinics, home) 5. Can describe how support changes according to the cancer care process and the course of the disease
		Families of cancer patients	Understand the psychological and social situations of families of cancer patients and acquire the ability to recognize them as candidates for support	<ol style="list-style-type: none"> 1. Can describe psychological and social influences of having a cancer survivor in their family (e.g., disagreement between patients and their families regarding treatment selection, decisions on treatments, changes to or discontinuation of treatments, selection of care settings in various situations) 2. Can describe families' needs and issues 3. Can briefly describe family nursing theories 4. Can assess families and provide support based on the assessment results
		Loss and crisis of cancer patients	Understand the process by which cancer patients fall into crisis and acquire the ability to provide necessary support to these patients	<ol style="list-style-type: none"> 1. Can describe situations where cancer patients fall in crisis 2. Can describe how loss can affect cancer patients 3. Can briefly describe crisis theory 4. Can briefly describe stress coping theories 5. Can assess critical situations of cancer patients and provide support necessary for them to overcome the situation

Table 2: General goals and achievement goals in the Japanese version of the Core Curriculum for Oncology Nursing (continued)

Area		Core topic	General goal	Achievement goals
C. Basics of cancer nursing practice	2. Basic concepts and methods of cancer nursing practice	Cancer patients and self-care	Understand the significance of self-care for cancer patients and acquire the ability to provide necessary support	<ol style="list-style-type: none"> 1. Can describe the significance of self-care for cancer patients 2. Can briefly describe self-care theories 3. Can assess self-care of cancer patients and provide support based on the assessment results 4. Can briefly describe group approaches (support group, self-help group) that assist patients in self-care
		Cancer patients and a team approach	Understand the significance of team approaches in cancer nursing practice and acquire the ability to fulfill necessary roles	<ol style="list-style-type: none"> 1. Can describe the significance of team approaches in cancer care 2. Can describe roles and activities of the team members 3. Can take team approaches with various medical professionals and fulfill nursing roles 4. Can describe possible teams (e.g., palliative care team, NST) and specialists that could be utilized as resources
		Cancer patients and health promotion	Understand the significance of health promotion for cancer patients and acquire the ability to provide necessary support	<ol style="list-style-type: none"> 1. Can briefly describe health promotion for cancer patients 2. Can describe the significance of health promotion for cancer patients 3. Can provide health education that fits the process of cancer care based on ideas of health promotion 4. Can help cancer patients to enhance their ability to deal with recurrence or early detection of metastasis
		Cancer patients and rehabilitation	Understand the significance of rehabilitation for cancer patients and acquire the ability to provide necessary support	<ol style="list-style-type: none"> 1. Can briefly describe rehabilitation for cancer patients 2. Can describe the significance of rehabilitation for cancer patients 3. Can describe disabilities that could develop due to treatment or changes in disease conditions, and effects of these disabilities (e.g., self-concept, sexuality) on patients 4. Can support patients to regain functions of living 5. Can provide information regarding the use of social resources

Table 2: General goals and achievement goals in the Japanese version of the Core Curriculum for Oncology Nursing (continued)

Area		Core topic	General goal	Achievement goals
C. Basics of cancer nursing practice	2. Basic concepts and methods of cancer nursing practice	Symptom management for cancer patients	Understand the significance of symptom management for cancer patients and acquire the ability to provide necessary support	<ol style="list-style-type: none"> 1. Can describe ideas of patient-centered symptom management 2. Can make assessments based on typical physical symptoms (e.g., pain, difficulty in breathing, nausea/vomiting) associated with changes in the condition of cancer 3. Can make assessments based on mental symptoms (e.g., anxiety, depression) associated with changes in the condition of cancer 4. Can describe drug and non-drug therapies for typical symptoms 5. Can provide support based on symptom assessments
		End-of-life care for cancer patients	Understand the significance of patients living as they want at the end of their lives and acquire the ability to provide necessary support	<ol style="list-style-type: none"> 1. Can briefly describe the significance of patients living as they want at the end of their lives 2. Can describe physical, mental, and spiritual states of patients during the dying process 3. Can make assessments of major symptoms (e.g., fatigue, delirium) that occur in the dying process and provide support 4. Can provide supports for patients and their families in the process of caregiving by the patient's bedside to achieve a death with dignity 5. Describe care of bereaved families
		Home care support for cancer patients	Understand characteristics of care settings of cancer patients and acquire the ability to provide necessary support for home care	<ol style="list-style-type: none"> 1. Can describe characteristics of care settings of cancer patients and their families 2. Can briefly describe systems of home care and home hospice care as well as people who are involved in these systems 3. Can make assessments of patients in order to support their transition to home care and coordinate human and material resources 4. Can support patients in transitioning to home care 5. Can provide supports to continue home care

Table 2: General goals and achievement goals in the Japanese version of the Core Curriculum for Oncology Nursing (continued)

Area		Core topic	General goal	Achievement goals
C. Basics of cancer nursing practice	3. Nursing practice specialized on cancer treatment and management process	Cancer nursing in surgery	Understand characteristics of surgical care that cancer patients receive and acquire the ability to provide necessary perioperative nursing support	<ol style="list-style-type: none"> 1. Can briefly describe surgical care of cancer (function preservation and recurrence prevention) 2. Can make assessments of effects of surgical treatments on mental and physical states of cancer patients 3. Can aid in prevention of major complications and facilitation of postsurgical recovery associated with surgical care 4. Can provide living assistance to patients that fits their post-surgical condition
		Cancer nursing in chemotherapy	Understand characteristics of chemotherapy that cancer patients receive and acquire the ability to provide necessary nursing support	<ol style="list-style-type: none"> 1. Can briefly describe characteristics of chemotherapy for cancer and drugs used in chemotherapy 2. Can describe onset mechanisms and prevention of the most common adverse events associated with chemotherapy 3. Can provide support when the most common adverse events develop due to chemotherapy 4. Can provide living assistance to patients undergoing chemotherapy 5. Can ensure safety of patients and medical practitioners during chemotherapy
		Cancer nursing in radiotherapy	Understand characteristics of radiotherapy that cancer patients receive and acquire the ability to provide necessary nursing support	<ol style="list-style-type: none"> 1. Can briefly describe characteristics of cancer radiotherapy and radiation used in radiotherapy 2. Can briefly describe effects of radiation on the human body 3. Can describe methods of prevention and reduction of acute adverse events associated with radiotherapy and management of late-onset events 4. Can provide support when the most common adverse events develop due to radiotherapy 5. Can provide living assistance to patients undergoing radiotherapy 6. Can ensure safety of patients and medical practitioners during chemotherapy

		Cancer patients and palliative care	Understand the importance of palliative care for cancer patients and acquire the ability to provide necessary nursing support	<ol style="list-style-type: none"> 1. Can describe the importance of palliative care that starts at an early stage and takes QOL of the cancer patients into consideration 2. Can assess total pain in palliative care 3. Can provide living assistance to patients to reduce total pain 4. Can describe surgical care, chemotherapy, and radiotherapy to reduce symptoms 5. Can describe complementary and alternative therapies in palliative care
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2. Educational programs for cancer nursing at facilities that employ OCNS (3 specialized hospitals and 5 general hospitals)
3. Cancer Control Act
4. Basic Plan to Promote Cancer Control Programs

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