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P2.294: OncoNoesis: A National Lung Cancer Nursing Educational Program and Its Impact on Psychological Readiness and Burnout

Korina Pateli-Bell

FairLife Lung Cancer Care, Athens -Vari, Greece

email: korina.bell@fairlifelcc.com

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Korina Pateli-Bell

Founder & President

FairLife Lung Cancer Care

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OpenAI ChatGPT was used solely for English-language editing and refinement of the poster text during poster preparation following abstract acceptance. It was not used to generate research data, perform statistical analyses, interpret the results, or determine the scientific conclusions. All content was independently reviewed and approved by the authors, who retain full responsibility for its accuracy and integrity.

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K. Pateli-Bell^{1*}, E. Makraki², A. Pelteki³, C. Tsirepas⁴, M. Moulagiannis¹, D. Papageorgiou⁵

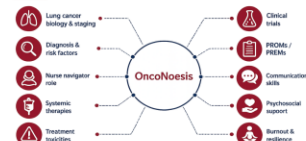
¹FairLife Lung Cancer Care, Vari, Greece, ²Venizeleio Hospital, Crete, Greece, ³Metropolitan Hospital, Athens, Greece, ⁴Euroclinic Athens, Greece,, ⁵Nursing Faculty, University of Peloponnese, Tripolis, Greece.

Correspondence: Korina Pateli-Bell^{*}, email: korina.bell@fairlifecc.com

INTRODUCTION

- Lung cancer care is increasingly complex and requires nurses to address clinical, psychosocial, communication, and supportive care needs across the patient pathway.
- In Greece, structured lung cancer-specific nursing education remains limited, despite the growing need for specialized knowledge and psychosocial competence in oncology care. Professional burden and burnout may also affect nurses' confidence, resilience, and ability to provide comprehensive patient-centered care.
- OncoNoesis was developed by FairLife L.C.C., with the support of the Hellenic Nurses Association, as a national educational initiative aimed at strengthening nurses' knowledge, communication skills, psychological readiness, and professional confidence in lung cancer care. The program included multiple nursing education modules addressing key clinical, psychosocial, communication, and resilience-related needs, as illustrated in Figure 1.

Figure 1. OncoNoesis Program Components



- This study aimed to evaluate the impact of OncoNoesis on nurses' psychological readiness, self-reported knowledge, communication skills, clinical application, and perceived support for professional resilience.

METHODS

Design: National prospective pre-post educational intervention study conducted within the OncoNoesis lung cancer nursing educational program, using self-reported questionnaires administered before and after the intervention.

Participants: Nurses from healthcare settings across Greece. Originally designed for 80 participants, OncoNoesis enrolled 131 nurses from 17 prefectures and more than 50 hospitals, clinics, and healthcare facilities across Greece. All 131 nurses completed the baseline assessment, 89 completed the post-intervention assessment, and a matched subset of 66 participants was available for paired pre-post analysis of psychological readiness.

Educational intervention: A structured national educational program for nurses involved in lung cancer care. The intervention aimed to strengthen clinical understanding, psychosocial support capacity, communication confidence, and professional resilience. Main educational domains are summarized in Figure 1.

Assessments: Baseline data included professional characteristics, lung cancer care experience, specialized oncology setting, familiarity with patient needs, psychosocial knowledge, psychological readiness, caregiver-related perceptions, and burnout symptoms. Post-intervention outcomes included perceived knowledge improvement, communication skills, clinical application, and usefulness for professional resilience.

Statistical analysis: Descriptive statistics, group comparisons, and correlation analyses were used to explore factors associated with psychological readiness. Paired pre-post analysis was performed in the matched subset using McNemar's test.

DISCUSSION AND CONCLUSION

- This national educational intervention highlights the need for structured lung cancer-specific nursing education in Greece.
- OncoNoesis was associated with high self-reported gains in knowledge, communication skills, clinical application, and perceived support for professional resilience. Psychological readiness improved significantly in the matched pre-post subset.
- The strong association between psychosocial knowledge and psychological readiness suggests that targeted education may strengthen nurses' confidence and preparedness to support patients with lung cancer.
- Clinical experience and work in specialized oncology settings were also associated with greater preparedness.
- Overall, OncoNoesis supports the role of national educational initiatives in strengthening oncology nursing competence, professional confidence, workforce resilience, and quality of lung cancer care.

Actionable Take Away Message

- Structured lung cancer-specific nursing education can strengthen psychological readiness, communication confidence, and clinical application in practice.

Improves knowledge • Enhances preparedness
Promotes professional resilience

National educational initiatives such as OncoNoesis can support oncology nurses in lung cancer care.

Future Direction for Research

- Future research should evaluate the long-term impact of lung cancer nursing education using validated tools, larger matched samples, and real-world follow-up.
- Further studies should explore whether improvements in nurses' knowledge, communication skills, and psychological readiness translate into better patient experience, caregiver support, symptom management, and quality of care.
- Future work should also examine how national educational initiatives can be integrated into continuing professional development and adapted across different oncology care settings.

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RESULTS

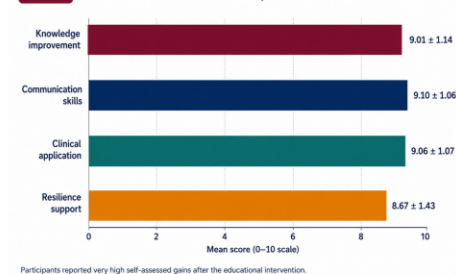
KEY FINDING

Higher psychosocial knowledge was strongly associated with greater psychological readiness to support patients with lung cancer

$$r = 0.694 \mid p < 0.001$$

- At baseline, the study sample consisted mainly of women (87.6%). Most participants worked in public or university hospitals, and 78.4% reported working in a setting with a specialized cancer unit. The majority of participants had previous experience caring for patients with lung cancer (92.4%), while 58.1% had cared for more than 15 patients with lung cancer during the previous two years.
- Baseline findings indicated substantial professional burden among participating nurses. Burnout symptoms during the previous six months were reported by 85.5% of nurses, while high psychological readiness ($\geq 4/5$) was recorded in 48.1%.
- Following the OncoNoesis educational intervention, participants reported high self-assessed educational and practice-related gains. Mean post-intervention scores were 9.01 ± 1.14 for knowledge improvement, 9.10 ± 1.06 for communication skills, 9.06 ± 1.07 for clinical application, and 8.67 ± 1.43 for perceived usefulness in supporting professional resilience (Fig.2).

Figure 2. After OncoNoesis: educational, practice and resilience outcomes

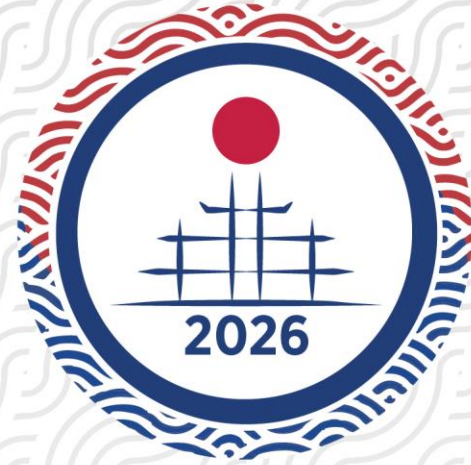


- In the matched subset of participants ($n = 66$), psychological readiness improved significantly after the intervention (McNemar test, $p < 0.001$).
- Experience caring for more than 15 patients with lung cancer was associated with higher familiarity with patient needs, higher psychosocial knowledge, and greater psychological readiness. Specifically, experience level was significantly associated with familiarity with patient needs ($p < 0.001$), psychosocial knowledge ($p = 0.016$), and psychological readiness to provide support ($p < 0.001$).
- Working in a specialized cancer unit was also associated with greater preparedness. Nurses working in specialized oncology settings demonstrated significantly higher familiarity with patient needs ($p = 0.030$) and greater psychological readiness to provide support ($p = 0.007$) (Table 1.).

Table 1. Factors associated with greater preparedness

Predictor	Associated finding	P value
Experience caring for >15 patients with lung cancer	Higher familiarity with patient needs	$p < 0.001$
Experience caring for >15 patients with lung cancer	Higher psychosocial knowledge	$p = 0.016$
Experience caring for >15 patients with lung cancer	Greater psychological readiness	$p < 0.001$
Working in a specialized cancer unit	Higher familiarity with patient needs	$p = 0.030$
Working in a specialized cancer unit	Greater psychological readiness	$p = 0.007$

- Strong positive correlations were observed between key educational and readiness domains. Psychosocial knowledge was strongly associated with psychological readiness ($r = 0.694$, $p < 0.001$). Familiarity with patient needs was also positively correlated with psychosocial knowledge ($r = 0.663$, $p < 0.001$) and psychological readiness ($r = 0.637$, $p < 0.001$).



Thank You.