

**TEACHING PALLIATIVE CARE IN NURSING COURSES AT BRAZILIAN
PUBLIC COLLEGES AND UNIVERSITIES****ENSINO DE CUIDADOS PALIATIVOS NOS CURSOS DE ENFERMAGEM DAS
FACULDADES E UNIVERSIDADES PÚBLICAS BRASILEIRAS****ENSEÑANZA DE CUIDADOS PALIATIVOS EN CURSOS DE ENFERMERÍA
EN COLEGIOS Y UNIVERSIDADES PÚBLICAS BRASILEÑAS**

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ABSTRACT

Objective: to identify the offer of subjects on palliative care in nursing courses at Brazilian public colleges and universities. **Method:** quantitative documentary research; carried out remotely in three stages: survey of the set of institutions accredited by the Ministry of Education; the search for offering subjects in the Pedagogical Projects of the Courses and in other documents with an approach to palliative care and similar themes; and recording the workload and degree of obligation for the course. Data were analyzed by calculating absolute and relative frequencies and descriptive analysis. **Results:** 117 institutions were confirmed, 59.8% are State Universities and 30.8% are in the Northeast. 78.9% present the Course Pedagogical Plan and/or complete Matrix and are available for online consultation. None of the institutions present Palliative Care as a mandatory subject and 15.6% present the topic as an optional subject. 54% present subjects with similar themes. **Conclusion:** A reduced offer of subjects in this area was found.

Descriptors: Palliative care. Nursing Education. Undergraduate Nursing Programs.

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RESUMO

Objetivo: identificar oferta de disciplinas sobre cuidados paliativos nos cursos de enfermagem das faculdades e universidades públicas brasileiras. **Método:** pesquisa documental quantitativa; realizada remotamente em três etapas: levantamento da totalidade de instituições credenciadas pelo Ministério da Educação; a busca pela oferta de disciplinas nos Projetos Pedagógicos dos Cursos e em demais documentos com abordagem de cuidados paliativos e temas similares; e o registro da carga horária e grau de obrigatoriedade ao curso. Os dados foram analisados através do cálculo das frequências absolutas e relativas e análise descritiva. **Resultados:** Foram analisadas 117 instituições, 59,8% são Universidades Estaduais e 30,8% encontram-se no Nordeste. 78,9% apresenta Plano Pedagógico do Curso e/ou Matriz completos e disponíveis para consulta *online*. Nenhuma das instituições apresenta Cuidados Paliativos enquanto disciplina obrigatória e 15,6% apresenta a temática como disciplina optativa. 54% apresentam disciplinas com temáticas similares. **Conclusão:** Foi constatado a reduzida oferta de disciplinas nesta área.

Descritores: Cuidados Paliativos; Educação em Enfermagem; Programas de Graduação em Enfermagem.

RESUMEN

Objetivo: identificar la oferta de materias sobre cuidados paliativos en cursos de enfermería en escuelas y universidades públicas brasileñas. **Método:** investigación documental cuantitativa; realizado de forma remota en tres etapas: relevamiento del conjunto de instituciones acreditadas por el Ministerio de Educación; la búsqueda de temas de oferta en los Proyectos Pedagógicos de los Cursos y en otros documentos con abordaje de los cuidados paliativos y temas afines; y registrar la carga de trabajo y el grado de obligación del curso. Los datos se analizaron mediante el cálculo de frecuencias absolutas y relativas y análisis descriptivo. **Resultados:** Fueron confirmadas 117 instituciones, el 59,8% son Universidades Estatales y el 30,8% están en el Nordeste. El 78,9% presenta el Plan Pedagógico del Curso y/o Matriz completa y está disponible para consulta en línea. Ninguna de las instituciones presenta Cuidados Paliativos como materia obligatoria y el 15,6% presenta el tema como materia optativa. El 54% presenta temas con temáticas similares. **Conclusión:** Se encontró una oferta reducida de asignaturas en esta área.

Descriptor: Cuidados Paliativos. Formación en Enfermería. Programas de Grado en Enfermería.

INTRODUCTION

According to the World Health Organization (WHO), palliative care (PC) seeks to promote quality of life (QOL) for patients facing life-threatening illnesses through prevention and relief of suffering.¹ Data published in 2020 revealed that approximately 56.8 million people required

PC worldwide. Thus, it is understood that it is essential to train all health professionals to have basic knowledge of the subject, whether at the undergraduate or postgraduate level, as well as continuing education for professionals already working there.²

In Brazil, in 2018, a resolution was implemented that provides guidelines for the

organization of PC, with integrated continuous care, within the Unified Health System (SUS), where in art. 3, which provides for the objectives of the organization of PC, it presents as objective IV: “to promote the institution of disciplines and programmatic contents of palliative care in the undergraduate and specialization education of health professionals”.³

However, studies reveal that nurses and nursing undergraduates are poorly qualified to deal with patients in PC.⁴⁻⁶ This panorama, according to Gonçalves⁷, is related to the training process, and that in Brazil, PC teaching is little addressed in the undergraduate nursing curriculum, as well as in other health professions, with rare higher education institutions providing any information on the subject.

The lack or absence of curricular subjects in universities on these contents in training implies a low ability of professionals to face situations involving PC.⁸ A study carried out in a hospital in Fortaleza-CE evaluated the perception of nurses about PC, and concluded that the perception was deficient and that few professionals feel prepared to care for patients in PC. This fact was associated with the deficiency in technical-scientific training during undergraduate studies.⁹

Another study, conducted in Rio de Janeiro with final-year nursing students at a public university, showed that the

understanding and comprehension of PC are directly associated with the curricular weakness in offering courses that address the subject. This superficial approach reduces opportunities for training nurses in training, preventing and hindering their understanding of the practice of care.¹⁰

It is important to emphasize that, although multidisciplinary care is essential for the implementation of PC, nursing stands out among the health professions for bringing together the largest number of professionals. In addition, approximately 60% of the actions for patient and family care are performed by the nursing team.¹¹ The knowledge of nurses contributes to the comprehensive care of people in PC and their family members/caregivers, being one of the main bases in the management of people with diseases that threaten the continuity of their lives and therefore, irreplaceable for PC care.¹²

Therefore, the theme of PC in nursing is extremely important in undergraduate course curricula, since professionals need to be able to deal with this public that is increasingly in demand. The PC skills that need to be developed involve person-centered care, respect for autonomy and assistance to the family; therefore, they include technical, cultural and ethical issues, offering resources to improve the patient's QoL.¹³

In view of the above, this study aimed

to identify the provision of PC subjects in nursing courses at Brazilian federal and state colleges and universities; in order to contribute to discussions about the importance of the topic in the educational curriculum, since there are gaps identified in the knowledge of these nursing professionals and academics.

METHODS

This is a documentary, quantitative and exploratory research, whose focus is the survey of the offer of disciplines focused on the approach of CP and similar themes in colleges, federal universities and state universities in Brazil.

It was carried out remotely through research into the Pedagogical Projects of the Courses (PPCs) and other undergraduate nursing documents from Brazilian colleges, federal and state universities on the respective websites of each institution.

The PPC structuring aims to define the course's course actions, goals, guidelines, and priorities that will guide the formation of a graduate profile for a given institution. They are developed by a curriculum that refers to a historically, culturally, and socially determined reality, and is reflected in didactic and administrative procedures that condition its practice and theorization.¹⁴

The inclusion criteria were: being a federal or state institution accredited by the

Ministry of Education (MEC), offering an active undergraduate nursing course, and providing the PPC of the nursing course in digital format. In addition to the PPC, documents with other names (curricular matrix) and that had the information necessary for the analysis (such as: offering of mandatory and elective subjects, syllabus of the subjects, content covered, etc.) were also considered. Courses that had an incomplete PPC and therefore did not allow listing the offer of mandatory and/or optional subjects were excluded.

The search took place in three stages: first, a survey of all Brazilian colleges, federal and state universities accredited by the MEC was carried out on the e-MEC digital platform (<http://portal.mec.gov.br/instituicoes-credenciadas-sp-1781541355>), as well as the adequacy of each institution to the inclusion criteria of this study, in the months of January and February 2023. In the second moment, based on the resulting survey, on the websites of each institution, a search was made for the offer of disciplines aimed at addressing PC, the process of death and dying, terminality, thanatology and similar topics. Then, the workload of the respective activities was recorded; these two stages took place between August and October 2023.

The data obtained were entered into an Excel spreadsheet and validated through

double entry. For the analysis, the free PSPP Statistical Analysis Software version 1.2.0-2018 was used and the absolute and relative frequencies were calculated for descriptive analysis of the data.

Considering the fact that the information collected from public domain sources and does not refer to research with human beings, there was no need to submit and approve the study to the Research Ethics Committee, as provided for in CNS Resolution No. 510/2016.

RESULTS

A total of 117 institutions were analyzed, including Federal Universities, State Universities or Colleges. Of this total, it was observed that the majority are State Universities (59.8%) and are found in

greater numbers in the Northeast region of the country (30.8%). Regarding the distribution by federative units, the collection reveals that the state of Minas Gerais is the one with the largest number of higher education institutions (11.1%), followed by the states of Paraná and São Paulo, both with the same percentage of institutions (8.5%), as shown in Table 1.

From another perspective, analyzing the 90 institutions that offer nursing courses, the numerical prevalence remains in the Northeast region (30%) and under the classification of State University (60%). Regarding the distribution by State, the scenario changes slightly, since the highest prevalence remains in Minas Gerais (11.1%), but is succeeded more significantly only by the State of Paraná (10%).

Table 1. Distribution of public institutions evaluated by region and state of Brazil and by type of institution. Uberaba, MG, 2023.

Variables	All public institutions evaluated N (%)	Public institutions evaluated with Nursing courses N (%)
Region of Brazil		
North	16 (13.7)	13 (14.4)
North East	36 (30.8)	27 (30.0)
Midwest	12 (10.3)	10 (11.1)
Southeast	33 (28.2)	22 (24.4)
South	20 (17.0)	18 (20.1)
State of Brazil		
Acre	1 (0.9)	1 (1.1)
Alagoas	3 (2.6)	2 (2.2)
Amapá	2 (1.7)	1 (1.1)
Amazonas	2 (1.7)	2 (2.2)
Bahia	9 (7.7)	7 (7.8)
Ceara	6 (5.1)	5 (5.6)
Federal District	2 (1.7)	1 (1.1)
Holy Spirit	3 (2.6)	1 (1.1)
Goiás	4 (3.4)	4 (4.4)
Maranhão	4 (3.4)	3 (3.3)
Mato Grosso	3 (2.6)	3 (3.3)
Mato Grosso do Sul	3 (2.6)	2 (2.2)
Minas Gerais	13 (11.1)	10 (11.1)
To	5 (4.3)	3 (3.3)
Paraíba	2 (1.7)	2 (2.2)
Paraná	10 (8.5)	9 (10)
Pernambuco	5 (4.3)	3 (3.3)
Piauí	3 (2.6)	2 (2.2)
Rio de Janeiro	7 (6.0)	4 (4.4)
Rio Grande do Norte	3 (2.6)	2 (2.2)
Rio Grande do Sul	7 (6.0)	6 (6.7)
Rondônia	1 (0.9)	1 (1.1)
Roraima	2 (1.7)	2 (2.2)
Santa Catarina	3 (2.6)	3 (3.3)
São Paulo	10 (8.5)	7 (7.8)
Sergipe	1 (0.9)	1 (1.1)
Tocantins	3 (2.6)	3 (3.3)
Institution		
State University	70 (59.8)	54 (60.0)
Federal University	43 (36.8)	34 (37.8)
Faculty	4 (3.4)	2 (2.2)
Total	117 (100)	90 (100)

Source: authors.

Table 2 shows the scenario analyzed among the institutions that offer nursing courses. In this context, it was observed that most courses present the PPC and/or Matrix complete and available for online consultation (78.9%). Regarding the

approach to the topic of Palliative Care, within the information available for online consultation, none of the institutions presents the topic as a mandatory discipline, while 15.6% of the institutions present the topic as an optional or elective subject.

Table 2. PPC Analysis and/or Curricular Matrix of the institutions. Uberaba, MG, 2023.

Variables	Public Nursing Institutions	
	Evaluated N (%)	
PPC and/or Matrix		
Available and complete	71 (78.9)	
Incomplete	17 (18.9)	
Not available	2 (2.2)	
Mandatory discipline on Palliative Care		
Yes	0 (0.0)	
No	88 (97.8)	
Information not available	2 (2.2)	
Elective course on Palliative Care		
Yes	14 (15.6)	
No	74 (82.2)	
Information not available	2 (2.2)	
Discipline with similar approach		
Yes	54 (60.0)	
No	20 (22.2)	
Information not available	16 (17.8)	
Total	90 (100.0)	

Source: authors.

It is worth noting that, with regard to compulsory education or not, in 2.2% of cases no information was found regarding the issue investigated, which may allow for a small margin of change in the teaching framework of PCs in the nursing course in higher education institutions.

Chart 1 illustrates a third class of analysis, which includes all nursing courses analyzed, and shows the approach to similar themes that touch on the context of palliative care practices. In this design, 54% of the courses have disciplines (mandatory or not) that deal with themes such as the death and dying process, terminality, thanatology or even PC in a more direct way,

even if not in a curricular discipline exclusively for this purpose. The disciplines, when present in the respective course structures, that most frequently dealt with such subjects were those related to anthropology, multidisciplinary care in clinical oncology, psychosocial bases of nursing practice, ethics/bioethics, nursing in adult and elderly care, psychology applied to nursing, philosophy and sociology applied to nursing. In addition to these, some institutions also have disciplines with a more direct and exclusive approach to similar approaches, such as “Health education for death”, “Notions of thanatology” and “Process of caring for death and mourning”.

Table 1. Approach to death and dying, terminality, CPs and similarities in optional subjects by institution (syllabus content). Uberaba, MG, 2023.

Institution	Discipline	Topic Covered	Workload (Hours)
Federal University of Amazonas	Bioethics	Construction, together with the student, of a profile aimed at the human confrontation between life and death, health and illness, in light of the “ethos” of health professions.	30
Federal University of Northern Tocantins	Oncology Nursing	Palliative care in cancer: an interdisciplinary approach.(...) The health professional facing suffering and death. The process of death and dying	32

Federal University of Bahia	Palliative Care and Thanatology	It promotes reflections on therapeutic attitudes: euthanasia, dysthanasia, orthothanasia in a plural and interdisciplinary way of the process of dying and death, from different perspectives for a scientific and cultural debate based on scientific, philosophical and religious currents. It addresses new proposals and attitudes towards the person who is dying. Palliative care: concept, philosophy and inclusion criteria; communication between professionals, family and patient; the family: the ideal and the real.	68
Federal University of Recôncavo da Bahia	Cinematic approach to health issues	Experience of illness, suffering and death	34
Federal University of Recôncavo da Bahia	Psychology of illness and death	Emotional reactions that accompany the processes of illness, hospitalization and death. (...) Health professionals facing death.	34
Federal University of Recôncavo da Bahia	Palliative care	It addresses the principles of Palliative Care from a multidisciplinary perspective of promoting the quality of life of patients and their families in the face of serious life-threatening illnesses. It discusses current legislation and ethical aspects, comprehensive patient assessment, humanized care, spirituality, communication and end of life.	68
Federal University of Recôncavo da Bahia	Nursing in oncohematology	Nursing Interventions in Oncohematology and Palliative Care.	68
Federal University of Ceara	Thanatology	No content specifications available	32
Federal University of Maranhão	Thanatology	Introduction to Thanatology. Education for death. Psychosocial view of death. Psychological	60

		aspects of death and dying. Ethical and bioethical aspects of death and dying. Definition and operationalization of concepts in thanatology. Death in the various stages of life: childhood, adolescence and old age (...) Loss and death in the hospital environment. Palliative care. Support for terminally ill patients and their families. Nursing in the face of death.	
Federal University of Campina Grande	Notions of thanatology	Death in the life cycle: history, concepts and theoretical foundations. The meaning of death in the different stages of life. The grieving process. The health professional facing death. Therapeutic resources for coping with loss. The role of religion in the dying process. Principles of Palliative Care; Implementation of Palliative Care in Home Care; Communicating bad news. Care for patients with no prospect of cure.	30
Federal University of Pernambuco	Nursing Care in Palliative Care	Nursing and emerging dilemmas in the field of bioethics: abortion, suicide, euthanasia, palliative care	45
University of Brasilia	Introduction to Palliative Care	No content specifications available	Information Unavailable
Federal University of Juiz de Fora	Thanatology	No content specifications available	60
Federal University of Minas Gerais	Thanatology	Theoretical conceptions of thanatology, its historical-cultural-spiritual aspects on the process of dying and death. Ethical-legal aspects, situations of clinical death, euthanasia and the role of Nursing with the patient and their family members in the process of dying or death.	Information Unavailable
Federal University of Sao João del Rei	Palliative care	No content specifications available	30

Federal University of Uberlândia	Palliative Care	No content specifications available	30
Federal University of Triângulo Mineiro	Multidisciplinary care in clinical oncology	Palliative care	15
Federal University of Jequitinhonha and Mucuri Valleys	Health education for death	Study of the basic elements of intervention to improve the quality of multidisciplinary care for patients beyond therapeutic possibilities of cure and their families.	30
Federal University of Rio Grande	Interdisciplinary approach in palliative care	Comprehensive and in-depth approach to Palliative Care	45
State University of Tocantins	Oncology nursing	Nursing assistance in the areas of Clinical, Surgical and Palliative Care Oncology.	45
Santa Cruz State University	Palliative care	Study of palliative care: concept, definition, history, anthropological approaches and ethical implications. Based on the Nursing Process and evidence-based practice, from the perspective of collaborative care with a focus on the nurse's actions.	45
State University of Paraíba	Process of caring for death and mourning	Thanatology. Loss, Grief and the Mourning Process. Orthotanasia. Euthanasia, Dysthanasia, Suicide. Palliative Care. (...) Care in the process of death, dying and mourning.	30
State University of Goiás	Process of Caring for Death and Grief	Loss, Grief and the Grieving Process. Death and Dying. Orthotanasia. Euthanasia, Dysthanasia, Suicide, Palliative Care. Pain and Human Suffering	60
State University of Minas Gerais	Palliative Care	No content specifications available	36
State University of Campinas	Introduction to Thanatology	The process of living and aging and the meaning of life. Thanatology.	Information Unavailable

		Loss, Grief and the Mourning Process. Death and dying. Orthothanasia. Euthanasia, Dysthanasia, Suicide, Palliative Care.	
State University of Campinas	Palliative Care: Basics	Study of the history, concepts, principles and ethical-legal aspects of Palliative Care. Nursing care covering the biopsychosocial-spiritual aspects of the person with a progressive, limiting illness that can evolve to death, as well as their family.	Information Unavailable
Santa Catarina State University	Process of death and dying	Historical, social and cultural perspectives on death. Representations of death and dying. Bioethics and the process of death and dying. Spirituality and death. Death in the different cycles of human life. Rites of passage. Nurses facing death.	36
Santa Catarina State University	Palliative Care	Fundamental principles of Palliative Care. Factors determining humanized care to improve the quality of care for patients without therapeutic possibilities. Addresses aspects related to pain control and promotion of relief from other symptoms. Communication with terminally ill patients and their families. Care during the dying process with dignity	36

Source: authors.

DISCUSSION

The “National Curricular Guidelines for Nursing Courses” is a document prepared by the Ministry of Education that brings together essential requirements in the process of training nurses throughout their undergraduate studies to enable the increasing improvement of the technical and scientific preparation of agents in this professional class. In this document, the topic that theorizes about the Specific Competencies and Skills of the training informs that professionals must be responsible for providing care quality nursing aimed at intervening in the health-disease process, at different levels of health care, acting through promotion, prevention and rehabilitation, considering the comprehensiveness of the care provided.¹⁵

However, despite mentioning duties such as comprehensive care and assistance at different levels of health care, the document does not address the standards of professional practice in the context of death, despite it being a reality that nursing professionals frequently face in any context or specialty. In this sense, since this document is a reference to the construction of nursing courses in various institutions, since it does not present as a declared priority the preparation of future nurses in contexts of death and/or impossibility of cure, it is expected that the result will be as

found in the data collected by this study, a national reality in which the teaching of PC and/or similar topics is not present in the curricula as a priority or mandatory component.

In this study, as shown in the results, none of the institutions have PC as a mandatory subject; although there are optional subjects to discuss the topic in some nursing courses (15.6%), the criticism is regarding the complexity of the content, since, given the need for adequate training to assist patients in PC, what is perceived is a superficial approach. Although the optional subject is an option to correct this flaw, it does not cover all undergraduates, leaving professionals unprepared, which highlights the need for a reassessment and curricular restructuring, in order to cover the topic in depth, in specific subjects, during academic training.¹⁶

Furthermore, it stands out an unequal distribution in the regions of the country in relation to the provision of this education, as is the case in the Northeast and Southeast regions, regions with the largest provision of CP components, when compared to other regions of Brazil. As shown in the analysis of Table 1, specific CP disciplines were predominant in the Northeast region (Federal University of Recôncavo da Bahia, Federal University of Pernambuco and State University of Santa Cruz), which can be justified by the region also having the

largest number of public institutions as shown in Table 1. Also in this same region, most disciplines that address themes similar to CP were found.

In relation to these disciplines with similar themes, the discipline focused on the study of Thanatology predominated. Teaching Thanatology is important to promote the identification of the stages of the dying and death process and to provide care to alleviate suffering during this period and in mourning.¹⁷ However, it is important to highlight that there is still a cultural stigma that equates PC with end-of-life care, which may also be associated with these gaps in the field of teaching.¹⁸

Thus, academics and professionals need to know that PC should be initiated, at different levels of complexity, at the emergence of any manifestations of a life-threatening condition/disease, together with therapies capable of modifying its course, assuming greater importance as curative therapies prove ineffective.²

Another important aspect in relation to similar themes concerns the approach to PC only in oncology disciplines; it is worth noting that initially PC was offered only to cancer patients, however, after updates to the concept by the WHO, PC is offered to all people with life-limiting diseases.¹ It is therefore observed that there is still a need to undo a certain concept that only areas such as Oncology deal with PC, further

highlighting the importance of having a specific discipline for a more complete understanding of the subject.¹⁹

Corroborating the results of this study, Minosso et al.²⁰ recommends the inclusion of mandatory introductory courses on PC from the early years of the course and recommends having content on its history, philosophy, and guiding principles in its structure. In later periods, the offering of specific courses on nursing care in PC, with practical components, is encouraged to guarantee students' access to information and experiences, non-pharmacological therapies, communication, interdisciplinary care, and promotion of quality of life. It is also considered extremely important that content on the dying process is also covered in a mandatory course.

The lack of in-depth training in PC can lead to a reduced ability of nursing professionals to deal with issues related to pain relief, symptom control and emotional support for patients and their families.²¹ There is a growing body of evidence in national and international literature that shows a lack of knowledge of nurses about PC, with regard to concepts, symptom control, therapeutic communication, spiritual care, communication with the team; as well as feelings of fear and insecurity on the part of the team.²²⁻²⁵

The observation of the prevailing scenario of unpreparedness of nursing

professionals in the face of palliative care is worrying for two main reasons. The first of these is related to the current demographic and epidemiological transition in which Brazil is inserted. These phenomena alter the structural and care demands of the national health system, since they consist, in general, of the massive relative growth of the elderly population at the same time as there is a replacement of the predominance of infectious and parasitic diseases by chronic degenerative diseases in the country.²⁶ In this sense, since palliative practices, as one of their applications, propose the management of various health situations where there is no possibility of cure, it can be inferred that this type of care will present a growing demand in the coming decades, which consequently will increase the demand for professionals capable of working in these circumstances.

The second reason that raises alarm about the current scenario of palliative care in Brazil is the purpose and predominant scope of nursing practice in care. In other words, one of the central principles of the CP converges directly with one of the main points of nursing action: pain relief and the promotion of comfort. It is also worth highlighting that these two pillars require from the professional not only technical scientific preparation, but also the practice of humanization and ethics. That said, being the nurse, the professional with the greatest

proximity and contact with the patient, it is essential that he/she is effectively trained to assess the nature, causes and possible actions taken in the face of patient pain in a palliative context.²⁷

To enable effective, comprehensive and quality nursing care for patients in CP and, thus, to ensure respect for dignity and life in any context, it is essential that these professionals are previously trained throughout the training process.²⁸ The results evidenced by this study show a majority reality of inattention from higher education institutions in nursing when addressing issues related to the CP and similar. The lack of preparation culminates in limited understanding of the health context and, thus, results in inefficient practice for the patient.²⁹

CONCLUSION

The results of the study allowed us to observe the absence of mandatory subjects in undergraduate nursing courses at Brazilian public universities and colleges specifically on Palliative Care; and the reduced supply of optional subjects that deal with the approach of similar themes.

Given these findings, the scenario of notorious incipience of palliative care practice in nursing courses at public institutions in Brazil is confirmed. This situation persists despite the growing demand for technical skills and care

strategies related to CP, which are essential to improving health care in the most diverse areas of nursing activity.

The slow progress of PC in Brazil is related to the lack of prioritization of the approach to related and similar themes throughout the nursing undergraduate course in public institutions, which generates consequences not only in the quality of the assistance provided, but also in respecting the patient's rights.

Limitations include the lack and limitation of some of the information contained in the curricular matrices and the fact that only public universities and colleges were analyzed, and courses at private institutions were not included. In view of what has been identified, there is a need to continue the research in other health training courses, since the practice of PC must be approached by a multi-professional team, and this professional must be prepared from the outset to work with this public.

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