

CHAPTER ONE: INTRODUCTION

Study background

Palliative care is a multidisciplinary approach to helping people suffering from serious illnesses live as comfortably and productively as possible (Rhee et al., 2018). Approximately forty million people require palliative care each year, with 78 per cent living in low- and middle-income countries. Only 14% of people who need palliative care receive it. This is due to a lack of palliative care services and a lack of exposure to palliative care during medical school (Bush, 2012). Many countries that are still in the early stages of developing palliative care have difficulty integrating palliative care into their educational programs (Frey et al., 2014; Rochmawati et al., 2016). To ensure that palliative care services are available and of high quality in Liberia, there must be adequate education about the care of the terminally ill. The general knowledge approach can help improve palliative care knowledge among all healthcare professionals and the general public (Hannon et al., 2016; Jack et al., 2012).

A study has found that most African countries lack formal education in P.C. or health professional training, likely contributing to the lack of P.C. (Aldridge et al. (2016). A survey of experts in many African countries found that they lack the competence and skills to effectively discuss end-of-life issues (Amery et al., 2010). This suggests a lack of knowledge about palliative care. It is thought that problems with communication can affect relational factors, making healthcare professionals unable to connect with patients and even with themselves (Ens et al., 2011; Ingleton et al., 2011). Some African countries are developing national programs to bridge the skills and knowledge gaps in palliative care.

Only four African countries have palliative care policies and strategies (Uganda, South Africa, Kenya, and Tanzania). Swaziland, Rwanda, and Mozambique have draft guidelines that the Ministry must approve of Health. Palliative care is taught in medical schools in five African countries: Uganda, South Africa, Kenya, Tanzania, and Rwanda. In addition, palliative care has been identified as a research topic in two countries (Uganda and South Africa) (Fraser et al., 2018a; Rawlinson et al., 2014). Funding and resources for P.C. education remain a low priority in Liberia. P.C. must be successfully implemented by considering local resources, customs, and corporate education initiatives to train medical professionals and volunteers. In many ways, community volunteer programs for palliative care are critical.

It is imperative in rural and remote areas where specialized medical facilities are scarce (Iida et al., 2021; Pereira et al., 2011). Public advocacy and education are also required to address the stigma and myths that prevent P.C. education from being available in Liberia and investments in research infrastructure and support from local researchers. Furthermore, the African Palliative Care Association has created a core palliative care curriculum, a core competency framework for palliative care providers throughout Africa, and an e-learning model for self-development learning (Frey et al., 2014).

Problem Statement:

Four research questions guided this study:

- 1: How is the need for P.C. education and training in Liberia essential?
- 2: What are the barriers to providing palliative education and training in Liberia?
- 3: What is the role of Liberian healthcare professionals, including nurses, in palliative care education?
- 4: What is the level of senior and junior students in P.C. knowledge of BSN nursing students?

1.3. Purpose of the Research:

The primary purpose of this qualitative study is to explore the provision of P.C. education and training in Liberia. The second purpose was to point out barriers to P.C. education in Liberia.

1.4. The objective of the Research:

- 1: Explore the significance of palliative care education and training in Liberia.
- 2: To understand the barriers to providing palliative education and training in Liberia.
- 3: To uncover the palliative care knowledge level of junior and senior-level BSN nursing students.
- 4: To understand the role of lecturers in Liberian Universities on palliative care education.

1.5. Benefits of the Research:

1.5.1. Provide research trends on P.C. education and training.

The present study emphasizes that despite Liberian nurses' positive attitudes towards research, their lack of knowledge and educational training in research may influence the evidence-based practice. Research in nursing education can significantly benefit professional organizations, nurses, and educators. Thus, there is an urgent need for nurse administrators to implement in-service educational programs for nurses in conducting and utilizing nursing research. However, identifying nurses' attitudes towards research is just the first step to changing the management of research-based practice.

Since the days of Florence Nightingale, research in nursing education has been a feature of nursing, and eventually, evidence-based practice in nursing has emerged as a significant concern. Furthermore, research is now part of nurses' professional role and responsibility, and it is intertwined with concepts of efficiency, effectiveness, and quality improvement in health care. Increasing cost constraints, a push for quality clinical care, and patient-centered care are

some of the forces requiring health care in Liberia, as in most developing countries. On the other hand, nursing research has emerged as a critical component of establishing and maintaining high standards of care.

Over the last 20 years, policy and professional developments have placed increasing pressure on nurses in Liberia to be more accountable for their actions. This qualitative study will reveal nurses' knowledge and skill deficit in conducting and using research. However, nurses' attitudes and perceptions toward nursing research influence whether or not analysis is utilized and conducted. Further, several studies recommended that the level of educational training directly impacts nurses' knowledge of research and their attitudes towards it. Nevertheless, in achieving a health care service of high quality, the implementation of research findings is an issue of paramount concern for the nursing profession. The delivery of research-based practice is a complex issue involving personal commitment, including a positive attitude and willingness to keep up to date. Thus, a positive attitude of nursing staff to nursing research is essential for the effective utilization and application of research results in nursing practice.

Consequently, examining nurses' attitudes and perceptions toward nursing research appears to have enormous significance. Although many studies found that nurses have a positive attitude toward nursing research, there is a shortage of studies on this subject from Liberia. Therefore, this study's concern is nurses' attitudes towards nursing research.

1.5.2. Elaborate on P.C. Education, Training.

In Liberia, nurses must first obtain a Bachelor's degree. Its curriculum has undergone several reforms over the last few decades to ensure that graduates have the knowledge and skills necessary to provide safe, high-quality care. The most recent reform, which began in 2013, was guided by the following principles: evidence-based nursing, community-oriented education, competency-based education, problem-based learning, and student-centered education. Throughout the program, nurse instructors teach students the fundamentals of patient safety. Despite this, no specific palliative care education is identified per semester, resulting in a gap in students' preparation for integrating palliative care training into patient care delivery before entering clinical practice environments. While students' perspectives on the value of the nursing curriculum in PC education are rarely sought, they may provide insight into how nursing education can empower future practitioners to practice safely. Furthermore, the identified strengths may inspire program redesign and reform.

According to the lecturers, the nursing curriculum should include a framework for ensuring clinical nurses' cooperation during their final year of nursing school. They should be expected to practice independently of nurse instructors. It was deemed insufficient to consider only the domain of nurse instructors' responsibilities in practice education, but it was critical to identify clinical nurse collaboration. This study would foster a positive environment by encouraging student involvement in hospital units and interprofessional collaboration.

1.5.3. Provide adequate knowledge of palliative care practice in all health settings.

Federal and statutory requirements demand that professional associations, health care agencies, and individual nurses expect benefits from nurses' participation in continuing nursing education. This research study's benefits include competence; improved quality of care;

personal benefits, such as self-satisfaction; and social benefits, such as shorter hospital patient stays. However, it is unclear whether PC provides what is expected from the literature. With the increasing complexity of nursing practice and health care delivery, developing information literacy in students for lifelong learning is vital in nursing education. This study will acknowledge and provide insight to the nursing school by developing, implementing, and evaluating an integrated information literacy program in its undergraduate curriculum.

The curriculum strand includes a variety of instructional strategies woven through all semesters of the nursing program. The current need for palliative care has transformed specialized palliative care into an essential part of healthcare systems. A possible explanation for the discrepancy in findings between this study and studies set in developed countries could be based on the idea that palliative care education was not fully integrated into the diploma nursing curriculum in many developing countries. Further supporting this assertion, this study showed that nurses with higher educational degrees had an extra advantage over diploma holders regarding palliative care knowledge. Moreover, many developing countries have more diploma nursing professionals in the national health system.

1.6. Previous studies

Table(1.1): In previous related studies, we used data extraction tables to map the data of all authors' articles by author, year of publication, title, language, methodology, purpose, and significant finding

Writer (year)	Title	Language	Method	Objective	Finding
(Rhee et al., 2018)	Atlas of Palliative Care Development in Africa produced by the African Palliative Care Association (APCA)	English	The Qualitative interviews	The goal was to develop and implement a variety of indicators to track the advancement of palliative care in Africa.	The best professional hospice and physical therapy services are available in Uganda, South Africa, and Kenya (71 percent of the identified palliative care services).
(Anyanwu and Agbedia, 2020).	Palliative Care Practiced by Nurses in Selected Hospitals in Eastern Nigeria	English	descriptive cross-sectional Design.	To determine how nurses' variables, knowledge, and attitudes influence palliative care practices in eastern Nigeria.	The majority of respondents (40.1 percent) held the highest education qualification, RN / RM.
(Amery et al., 2010).	A study of the children's P.C. educational needs of Ugandan health professionals	English	The survey set included both quantitative and qualitative questions.	To conduct a survey of Ugandan healthcare professionals' educational needs in the field of palliative care (CPC).	All three arms of the study-self-assessment survey received the highest ratings for communication with children.

(Aldridge et al., 2016).	Education, implementation, and policy to P.C	English	Using literature review	To provide a high-level overview of the obstacles to greater PC integration.	They identified critical barriers to palliative care integration across three World Health Organization domains: (1) educational field
(Bush, 2012).	P.C. Education: Does it Influence Future Practice?	English	A descriptive/exploratory mixed methods study	This study aims to determine whether taking selective oncology and P.C. courses will benefit a group of undergraduate nursing students.	The study's findings emphasized the importance of students studying a specific topic within a single program and how this opportunity encouraged them to participate in learning.
(Fraser et al., 2018)	African Palliative Care Development: Lessons from Uganda and Kenya	English	Review	They investigated the impact of approaches to facilitating the development of P.C. Uganda and Kenya.	The success of these efforts appears to be linked to the inclusion of P.C. in both countries' curricula.
(Pandey et al., 2015).	P.C.'s perception of a teaching hospital among medical students	English	A descriptive study /using a self-structured pretested questionnaire	Finding out what medical students think about P.C. in teaching hospitals.	Only 152 of the 270 medical students heard the term P.C. In addition, 84 students are aware that they can provide early P.C. in a life-threatening illness.
(Reigada et al., 2014).	Educational Programs for Family Caregivers in P.C.	English	Using literature review.	To review the literature on educational programs to provide P.C. patient care workers with the knowledge required to explain the conceptual differences between programs and psychosocial interventions.	Eight studies were identified and analyzed, covering program topics, measuring instruments, locations, results, strategies, and duration.
(Frey et al., 2014).	In an acute hospital setting, clinical staff perceptions of palliative care-related quality of care, service access, education, training needs, and delivery confidence	English	A descriptive cross-sectional design	This study aimed to look into clinical staff perceptions of P.C. training.	The clinical staff rated the quality of care provided to patients who died in the hospital as 'good' on average ("x=4.17, SD=0.91).
(Peters et al., 2012).	Is work stress in Palliative care nurses a cause for concern?	English	A literature review	This paper aims to conduct a critical review of the current literature on stress and	In the studies cited, work demands were a common source of stress. Nonetheless, there is

				burnout in palliative care nurses.	compelling evidence that caregivers in palliative care or hospice experienced higher stress levels than caregivers in other disciplines.
(Ingleton et al.,2013)	Investigating the educational and training needs of the palliative care workforce	English	Mixed Methods(Qualitative and Quantitative)	Education and training are considered "critical components of palliative care."	The findings of focus groups revealed several barriers to the delivery and management of palliative care, including a need for more education and training.
(Ens et al., 2011)	Graduate Palliative Care Training: Evaluation of South African programs.	English	A mixed-method approach.	The goal is to evaluate the University of Cape Town (UCT) Graduate Distance Education P.C. degree regarding perceptual abilities related to palliative care.	In 5 of 6 categories, the general graduate school survey results were significantly higher than the current students.
(Iida et al.,2021)	Palliative and end-of-life educational interventions for long-term care facility staff	English	An integrative review of the literature	Integration of current palliative care literature and educational interventions in EOL care for LTCF employees and identification of disabilities and solutions in intervention implementation	Despite progress in this field and environment, the results have been suboptimal development of research and educational practices, global volatility, non-standardized educational approaches, and a lack of perspective from service users. It implies that it is still in place.
(Jack et al.,2012)	Being a P.C. Community Volunteer Worker in Uganda has a personal value.	English	A qualitative study	The purpose of this study is to evaluate volunteer motivation and the personal impact of working as a P.C. Ugandan community volunteer	According to the findings, cultural desire is an essential motivator for people to volunteer.
(Paal et al., 2020)	Postgraduate P.C. education and training that is interdisciplinary	English	qualitative methodology	They enhance self-care, introspection, and team-building abilities while also facilitating ideas for the timely integration of palliative care services.	Fifty-three of the 56 nurses in all palliative care professions (94.6 percent of respondents) completed the assessment sheet, with an average age of 39 (22-64) and 13.6 (1-44) years of work experience.
(Rochmawati et al., 2016)	Current status of P.C. services in Indonesia	English	literature review	Examine the medical literature on palliative care provision in Indonesia and identify factors that may	Medical professionals' limited understanding of palliative care, Indonesia's difficult geography, and limited access to opioid medications have all been

			influence palliative care evolution.	identified as barriers to palliative care delivery.
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