Almost 10 million people in the United States currently are living with a diagnosis of cancer. Despite innovative agents and technologies, an estimated 600,000 people will die of cancer in 2007 (Jemal et al., 2007). Unfortunately, studies document that many of those with cancer or other life-threatening illnesses will die in institutionalized settings, with unrelied symptoms, and without their goals or wishes addressed (Coyle, Adelhardt, Foley, & Portenoy, 1990; Desbiens & Wu, 2000; Drake, Frost, & Collins, 2003; Hall, Schroder, & Weaver, 2002; Lichter & Hunt, 1990; McCarthy, Phillips, Zhong, Drews, & Lynn, 2000; Morita, Ichiki, Tsunoda, Inoue, & Chihara, 1998). A crisis in cancer care exists despite significant attention to the need for professional education about end-of-life (EOL) care. An Institute of Medicine (1997) report

Key Points . . .

End-of-life education is extremely important to oncology nursing.

The oncology version of the End-of-Life Nursing Education Consortium (ELNEC–Oncology) program is very helpful in improving palliative care education with Oncology Nursing Society local chapter members and within course participants’ work settings.

Participants sought other palliative care professional development opportunities after attending ELNEC–Oncology, including subscribing to end-of-life care–oriented publications, attending additional workshops or conferences, and seeking clinical experiences or volunteering to increase their skills.