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Factors influencing training competencies of oncology nurses: A systematic review

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Abstract

Background: Oncology nursing requires specialized knowledge and skills to provide optimal care for cancer patients. Training and continuous professional development are essential to ensure high-quality patient care. However, various factors may influence nurses' participation and effectiveness in training programs, including institutional support, accessibility to training, individual motivation, and workplace challenges. Understanding these factors is crucial for improving oncology nursing competencies

Purpose: To map the factors that influence oncology nurses' training competence in oncology services.

Method: A systematic review with article selection guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. The systematic review process begins with the formulation of clinical questions relevant to the topic. Before this, the authors establish PICOS criteria, which stand for: P (problem, patient, or population), I (intervention, prognostic factor, or exposure), C (comparison or control), O (outcome), and S (study design). For this article, P: Oncology nurses, I: Training and competency development programs, C: compared with those who did not receive or with a variety of training methods, O: Had an impact on competency improvement, S: Randomized controlled trials. The article search was conducted systematically using the keywords: "Nurses," AND "Nursing Staff," AND "Registered Nurses," AND "Oncology Nursing," AND "Motivation," AND "Motivational Factors," AND "Education," AND "Training Programs" AND "Oncology Service," AND "Hospital," AND "Cancer Care Units".

Results: Effective CPD is contextually relevant, culturally aligned, and uses active learning strategies to develop both technical and non-technical skills, with leadership support and clear career pathways further reinforcing competency growth.

Conclusion: Oncology nursing competencies improve most effectively through well-structured, adaptive CPD programs reinforced by committed institutional leadership.

Keywords: Cancer Care; Nursing Competencies; Oncology Nurses; Professional Development.

INTRODUCTION

Cancer is a major global health problem with a growing trend. In the United States, cancer is the second leading cause of death overall and the leading cause of death in the under-85 age group, with more than 40% of individuals expected to be diagnosed with cancer in their lifetime. In Indonesia, cancer ranks as the third leading cause of death with 408.661 new cases and 242.099 deaths by 2022,

with breast, cervical, lung and colorectal cancers the most common types. Regionally, Asia accounts for nearly half of the world's cancer cases, with an incidence of 169.1 per 100.000 population and mortality of 101.6 per 10.000 population, mainly due to lung, liver and gastric cancers. In the past decade, cancer incidence rates have shown an increase, particularly in women and the under-40 age group in

some Asian countries, despite the relatively declining mortality trend. This confirms that cancer remains a major challenge that requires further research to understand the causes as well as effective prevention strategies (Huang, Ngai, Deng, Tin, Lok, Zhang, & Wong, 2022).

The well-being and recovery of cancer patients are strongly influenced by supportive relationships, particularly with families and oncology nurses who provide both emotional and physical care. Unlike general nurses, oncology nurses face unique challenges, as they care for patients who are often aware of the terminal nature of their illness. This role requires not only clinical expertise but also emotional resilience to manage complex treatments and emotionally demanding situations (Algamdi, 2022). Gaps remain, as many nurses lack chemotherapy certification and have limited access to continuing professional development (CPD), which negatively affects care quality, job satisfaction, and staff retention. The challenge is even greater in low- and middle-income countries, where the shortage of trained oncology professionals hampers effective cancer care. Several factors influence the delivery of high-quality oncology services, including access to education and training, emotional and informational support, palliative care, and effective communication with patients and families. Strengthening oncology nurses' competencies, particularly in chemotherapy administration and managing complex cases, is essential to ensure safe, effective, and comprehensive cancer care (Putty, Gungaphul, & Kassean, 2024).

Continuing professional development (CPD) plays a crucial role in advancing nursing practice, improving patient outcomes, and fostering professional growth. Research highlights that while CPD is widely recognized as essential, nurses' engagement is shaped by various motivational factors and institutional support, including access to resources and flexible learning opportunities (Limoges, Puddester, Gretchev, Chiu, Calzone, Leslie, & Letourneau, 2024). Still a limited understanding of nurses' lived experiences in CPD

participation, indicating the need for further exploration. In oncology settings, the complexity of cancer care demands high clinical competency, which has led hospitals to implement mandatory chemotherapy certification and provide structured training programs (Yu, Huang, & Liu, 2022).

RESEARCH METHOD

A systematic review with article selection guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. The systematic review process begins with the formulation of clinical questions relevant to the topic. Before this, the authors establish PICOS criteria, which stand for: P (problem, patient, or population), I (intervention, prognostic factor, or exposure), C (comparison or control), O (outcome), and S (study design). For this article, P: Oncology nurses, I: Training and competency development programs, C: compared with those who did not receive or with a variety of training methods, O: Had an impact on competency improvement, S: Randomized controlled trials.

The article search was conducted systematically using the keywords: "Nurses," AND "Nursing Staff," AND "Registered Nurses," AND "Oncology Nursing," AND "Motivation," AND "Motivational Factors," AND "Education," AND "Training Programs" AND "Oncology Service," AND "Hospital," AND "Cancer Care Units".

The inclusion criteria inquired articles must have been published between the years 2020 and 2025; written in English; available in full-text format; involved oncology nurses as study participants; and addressed factors that influence training competence among these nurses. The exclusion criteria included to studies that were classified as literature reviews, as well as those that discussed oncology nursing in general but did not specifically explore issues related to training competence. The initial search resulted in PubMed, Ebsco, Science Direct and Citation Searching. After screening and filtering based on the predefined criteria, 7 articles met the inclusion criteria and were selected for further analysis.

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RESEARCH RESULTS

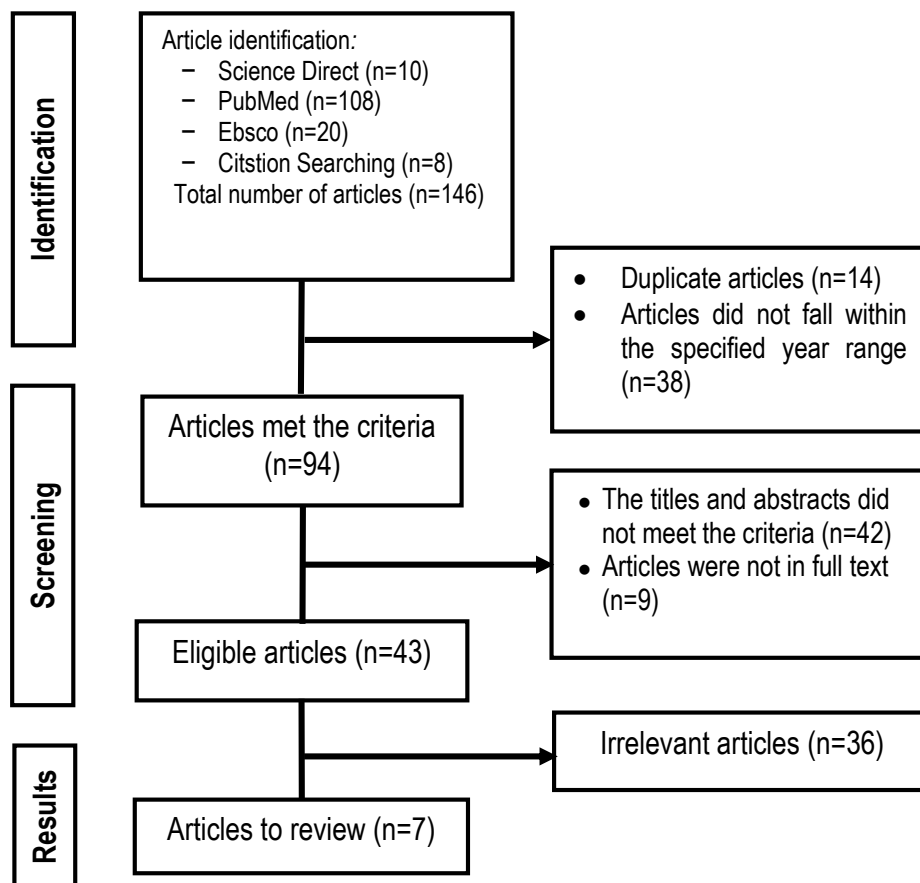


Figure PRISMA Flow Diagram

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Table The Main Characteristics of Included Studies

(Author, Year) (Country)	Purpose	Methods	Results
(Ait Ali et al., 2023) (Morocco)	This study examined nurses' motivations to take part in continuing education activities by conducting a survey amongst a sample of nurses employed in two hospitals in south-east Morocco.	A quantitative cross-sectional survey was designed to investigate the motivation of nursing staff to participate in continuing education programmes at the provincial hospital of Ouarzazate in south-east Morocco. Data collection was carried out by means of a self-administered questionnaire that was developed by various reviews of literature.	Continuing education is a process that prepares nurses to be more effective and efficient in their current and future jobs, as well as to change their ways of thinking and acting. Indeed, the population's increased demand for care can only be met through the continuous training of nursing staff. The first key to the success of such training is the participation of nurses in training session. The study emphasised the intrinsic factors that particularly motivate nurses to participate in continuing education activities.
(Alrasheedi et al., 2021) (Saudi Arabia)	To identify and describe predictors of nurses' intention toward working in the oncology specialty amongst three groups: undergraduate nursing students, oncology registered nurses and postgraduate oncology nursing students. In particular, the study sought to analyse association between individual characteristics, job related factors, palliative care knowledge, attitude toward caring for dying patients, general self-efficacy, job satisfaction and intention to work in oncology.	A cross-sectional study. The Palliative Care Quiz for Nursing, Frommelt Attitudes Toward Care of the Dying Scale, General Self-Efficacy Scale and Minnesota Satisfaction Questionnaire short form were used for data collection.	Attitude toward caring for dying patients and general self-efficacy appear to be the most important predictors of intention to work in the oncology nursing specialty. However, the significance of influencing factors varied between the different groups of nurses studied. Perhaps surprisingly, palliative care knowledge was an influential factor amongst the postgraduate group only. The study results provide important insights for nursing leaders and policymakers in Saudi Arabia to inform the future planning of nursing workforce strategies to address shortages and retention of oncology nurses.

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(Author, Year) (Country)	Purpose	Methods	Results
(Schneider et al., 20221) (Delphy)	To map out and validate the core competencies for the training of advanced practice nurses in oncology.	Exploratory-descriptive research with a quantitative approach using the Delphi technique. Initially, a matrix composed of six domains outlining 112 core competencies of the clinical nurse specialist in oncology was elaborated. The Likert scale was used to measure the degree of agreement. Data collection took place through the Google Forms® platform from February to May 2021.	100 competencies achieved consensus (agreement level above 85.7%) in the first round; 13 new competencies were proposed by expert members; and 125 were validated during the Delphi technique.
(Akamatsu et al., 2021) (Japan)	The purpose of this study was to elucidate the factors which affect the achievement of clinical nursing competency.	Using an anonymous self-administered questionnaire. Their clinical nursing competency was assessed using the Clinical Nursing Competence Self-Assessment Scale (CNCSS). This study examined the factors affecting clinical nursing competency using regression analyses. A simple regression analysis was performed with the CNCSS as the objective variable. A multiple regression analysis was performed using the items for which the relationship was clarified as explanatory variables.	Improving clinical nursing competency requires a combination of practical experience, clear goal setting, and a supportive work environment that includes positive interpersonal relationships and manageable time off. Nurses' ability to derive meaningful insights from their clinical practice significantly contributes to their professional growth. Therefore, both basic and continuing education play crucial roles: basic education should cultivate the capacity to make clinical experiences meaningful, while continuing education should encourage ongoing independent growth through reflection and self-directed learning.

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(Author, Year) (Country)	Purpose	Methods	Results
(Aljadir et al., 2025) (Jordanian)	This study assessed Jordanian nurses' perceptions of the importance of CPD, their motives for obtaining CPD, and barriers to receiving CPD.	A descriptive cross-sectional design was used. Data collected included demographic information and responses to a questionnaire about CPD for nurse.	Nurses understand the importance of CPD to improve nursing qualifications, enhance nursing practice, and promote health care quality. However, there are differences in how nurses perceive and engage in CPD. Addressing barriers and aligning intentions with actions could improve CPD participation.
(Luckett et al., 2024) (Australia)	This paper reports a sub-study of the Trial which aimed to identify factors inhibiting or enabling fidelity to inform future guideline implementation initiatives.	The qualitative sub-study enabled in-depth exploration of factors from the perspectives of personnel at each centre. Clinical champions, clinicians and clinic receptionists were invited to participate in semi-structured interviews. Analysis used a framework method and a largely deductive approach based on the COM-B Model.	This qualitative sub-study elucidated important factors influencing the success of guideline implementation strategies at six cancer centres in the Stop Cancer PAIN Trial. Findings underscore the value that a qualitative approach offers for understanding the role of context when evaluating complex interventions. Ultimately, the Stop Cancer PAIN Trial may have been overly ambitious in the scale of its intervention, especially given limited resources available at each centre. Further research is needed to understand how multi-component guideline implementation strategies can be optimally introduced within the context of local roles, systems and processes.

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(Author, Year) (Country)	Purpose	Methods	Results
(Duprez et al., 2022) (Belgium)	To evaluate the process and outcomes of INTENSS, a training intervention grounded in Self-Determination Theory to enhance nurses' competencies for self-management support.	The multifaceted training was implemented in six groups. Cluster-assignment to study arm 1 or arm 2. Arm 1 received a basic training module and arm 2 the basic module with additional video-interaction guidance. Focus groups were held to detect what was helpful in competency enhancement. Intervention effectiveness was determined on trainees' attitude, motivation, self-efficacy and skills for self-management support (multiple time points by self-reports and observations).	The outcome evaluation of the INTENNS training indicated most improvement in nurses' skills for collaborative goal setting and partnership with patients. The mixed-methods evaluation emerges transferable principles to implement the training amongst nurses and, by extension, other healthcare professions. A training intervention involving patient experts can add value to further pave the way towards a true partnership between patients and healthcare professionals.

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DISCUSSION

The synthesis of seven studies highlights that oncology nurses' training competencies are shaped by three key domains: individual, organizational, and external factors. On the individual level, motivation both intrinsic, such as personal interest and self-efficacy, and extrinsic, such as career advancement and financial incentives emerges as a crucial determinant, while barriers like heavy workloads, limited time, and fatigue often hinder participation (Karim, Sunderji, Jalink, Mohamed, Mallick, Msadabwe, & Berry, 2021). Organizational influences, including staffing adequacy, supervisory support, and access to educational resources, further determine nurses' ability to engage effectively in training. The evidence suggests that improving oncology nurse competencies requires not only well-structured training programs but also supportive institutional systems and strategies that address both personal and systemic challenges in clinical practice (Sheldon & Booker, 2023).

The effectiveness of Continuing Professional Development (CPD) programs is central to enhancing oncology nurses' competencies, with success largely determined by program relevance, content quality, and structural coherence. Evidence shows that CPD initiatives incorporating reflective learning, critical thinking, and readiness for change are more effective in fostering competent and adaptable nurses, as they enable self-assessment, knowledge integration, and professional growth. Beyond individual learning, institutional support through strong leadership, clear policies, flexible scheduling, and accessible resources plays a pivotal role in encouraging participation and sustaining engagement in training. Oncology nurses' competence development emerges not only from personal motivation or training content but from the interaction of internal factors, high-quality educational approaches, and a supportive organizational environment (Li & Wang, 2024).

Oncology nurses' participation in Continuing Professional Development (CPD) is shaped by the interplay of personal motivation, educational opportunities, and institutional support. Intrinsic factors such as the desire to improve patient outcomes, achieve personal growth, and advance professionally drive sustained engagement in training, even in demanding work settings (Mlambo,

Silen, & McGrath, 2021). Personal and systemic barriers including heavy workloads, time constraints, and limited organizational support often hinder active participation. Studies highlight that a supportive organizational culture, alignment of CPD with nursing values, and access to structured institutional frameworks are critical enablers of successful CPD. Providing resources, dedicated training time, managerial encouragement, and clear career pathways enhances motivation and embeds professional growth within organizational goals. Effective CPD programs must balance intrinsic and extrinsic motivators while addressing practical barriers to ensure long-term competency development and improved quality of oncology nursing care (Galassi, Anwarali, & Challinor, 2023).

The effectiveness of Continuing Professional Development (CPD) programs for oncology nurses is shaped not only by individual factors such as motivation, learning interest, and perceived barriers and institutional support, but also by the program's structure and pedagogical design (Hakvoort, Dikken, Cramer, Molendijk, Nieuwenhuyzen, Schaaf, & Schuurmans, 2022). Well-designed CPD initiatives function as dynamic platforms that promote active engagement, critical thinking, reflective practice, and the integration of theory into complex clinical care. Impactful CPD must adopt a comprehensive approach that incorporates essential competencies, including communication skills, stress management, technical proficiency, and self-directed learning. These elements are foundational, enabling oncology nurses to build emotional resilience alongside clinical expertise, which is crucial for providing safe, precise, and patient-centered care in demanding oncology settings (Solera, Benedito, LLinares, Sancho, & Navarro, 2022).

Participatory and contextually relevant approaches in continuing education have been shown to significantly enhance learning outcomes for oncology nurses. Involving nurses directly in the design and refinement of competency-based assessment tools fosters personal investment, shared responsibility, and motivation, leading to better comprehension and practical application of professional knowledge (Magi, Uibu, Moi, Mortensen, Naustdal, Polluste, & Kangasniemi, 2024). The importance of aligning Continuing Professional

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Development (CPD) programs with local cultural values, healthcare structures, and available clinical resources, which improves the relevance and applicability of learning. Both studies underscore the value of active teaching methodologies, such as simulation-based learning, role-playing, and case-based discussions, which enhance engagement, knowledge retention, critical thinking, and clinical decision-making in high-stakes oncology care environments (Shin & Yeom, 2021).

These findings collectively highlight the critical need for Continuing Professional Development (CPD) programs to be both evidence-based and contextually responsive. Training initiatives should be interactive, tailored to local healthcare environments, and focused on the specific needs and experiences of nurses, fostering engagement, motivation, and a sense of ownership in the learning process (Peters, Marnie, Tricco, Pollock, Munn, Alexander, & Khalil, 2020). By addressing culturally relevant challenges, incorporating participatory learning methods, and aligning with real-world clinical demands, CPD programs can enhance the relevance and long-term impact of training. In oncology settings, where nurses frequently manage complex cases requiring emotional resilience and advanced technical competence, a well-structured and responsive CPD system is particularly essential. Integrating these elements into CPD initiatives can support sustainable improvements in nursing competencies, promote professional development, and ultimately enhance the quality and safety of care for cancer patients (Siegel, Kratzer, Giaquinto, Sung, & Jemal, 2025).

The institutional environment and leadership support are critical determinants of oncology nurses' training competencies. Key structural components including clearly defined leadership roles, organizational readiness, and coherent policy framework provide the foundation for effective and sustainable professional development programs. Transformational leadership, enhance nurses' ability to deliver high-quality, patient-centered oncology care by promoting innovation, open communication, collaboration, and shared professional growth. Nurse leaders function not only as managers but also as visionary agents of change, integrating education, evidence-based practice, mentorship, and strategic planning into daily activities, thereby fostering a

culture of learning, reflection, and adaptation (Kallio, Liljeroosm Koivunen, Kuusisto, Hult, & Kangasniemi, 2024). Embedding leadership across clinical, educational, and organizational levels strengthens the collective capacity of the nursing workforce, improving cancer care outcomes. The system readiness and supportive health policies are essential for preparing an oncology nursing workforce capable of meeting evolving demands, such as genomics and precision medicine. These findings underscore the importance of institutional commitment to leadership development, policy support, and system preparedness to ensure sustainable continuing professional development and long-term improvements in oncology nursing competency and care quality (Sulosaari, Kosklin, & De Munter, 2023).

CONCLUSION

This systematic review highlights that oncology nurses' training competencies are influenced by three interconnected domains: individual motivation, the design and quality of Continuing Professional Development (CPD) programs, and the institutional environment. While intrinsic motivation and organizational support enhance engagement, barriers such as heavy workloads and limited resources hinder participation. Effective CPD is contextually relevant, culturally aligned, and uses active learning strategies to develop both technical and non-technical skills, with leadership support and clear career pathways further reinforcing competency growth. Strengthening oncology nursing competencies therefore requires an integrated, continuous approach, and future research should focus on developing tailored, competency-based training models for the Indonesian healthcare context.

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