References:

- Al Qadire, M. (2014). Nurses' knowledge about palliative care: A cross sectional survey. *Journal of Hospice and Palliative Nursing, 16*, (1), 23-30.
- Ballesteros, M., Centeno, C. & Arantzamendi, M. (2014). A qualitative exploratory study of nursing students' assessment of the contribution of palliative care learning. *Nurse Education Today*, *34*, (6), e1-e6.
- Chmura, J. (2016). Dedicated education unit model in hospice and palliative care setting. *Nurse Educator*, *41*, (1), 25-28.
- Conner, N., Loerzel, V., & Uddin, N. (2014). Nursing student end-of-life care attitudes after an online death and dying course. *Journal of Hospice and Palliative Nursing*, *16*, (6), 374-382.
- Cui, J., Shen, F., Ma, X. &Zhao, J. (2011). What do nurses want to learn from death education? A survey of their needs. *Oncology Nursing* Forum, 38, (6), e402-e408.
- Doucette, E., Killackey, T., Brandys, D., Coulter, A., Daoust, M., Lynsdale,
 J., Taylor, E., Pinsonneault, F. &Shamy-Smith, E. (2014). Silent
 Witnesses: Student nurses' perspectives of advocacy and end-of-life care in the intensive care unit. Canadian Association of Critical Care
 Nurses, 25, (4), 17-21.
- Hold, J., Blake, B. & Ward, E. (2015). Perceptions and experiences of nursing students enrolled in a palliative and end-of-life nursing elective:A qualitative study. *Nurse Education Today*, 35, 777-781.
- Jeffers, S. (2014). Nurse faculty perceptions of end-of-life education in the clinical setting: A phenomenological perspective. *Nurse Education in Practice*, *14*, (5), 455-460.

Spicer, S., Heller, R. & Troth, S. (2015). Hospice clinical experiences for nursing students: Living to the fullest. *Journal of Christian Nursing*, 32, (1), 46-49.