Effective patient education and information are increasingly necessary because of demographic and health transitions, which are changing the landscape of health care. The crucial role played by patient education is associated with an increase in life expectancy and a decrease in mortality, with the increasing prevalence of chronic conditions like cancer. In addition, cuts in healthcare resources have reduced the length of hospital stays and decreased nurse staffing. Education is effective when it enhances patients’ self-efficacy beliefs by activating empowerment strategies, so that patients play an active role in managing their conditions (Germino et al., 2013). They also have increased autonomy and satisfaction (Papadakos et al., 2014).

Patients with cancer need information about different aspects of the disease and its treatment, and nurses are important providers of information (Koutsopoulou, Paphathanassoglou, Katapodi, & Patiraki, 2010). Nurses in this role may help to improve quality of life for patients with cancer and contribute to cost reduction (De Lorenzo et al., 2004).

Providing information is not always a standardized or simple process for nurses. Healthcare professionals’ beliefs about information priorities often differ from those of patients’ (Capirci et al., 2005). In addition, information needs vary according to patients’ characteristics, such as age (Pinto, Chaves, Lourenço, & Mari, 2004), length of time since diagnosis, physical condition (Sainio & Eriksson, 2003), and income (Al Qadire, 2014). Therefore, a careful assessment of patients’ preferences and information needs is crucial for effective improvements in health literacy.

Many studies have investigated patients’ information needs and found that most patients would like to receive as much