Implementation of diagnostic focus in the Degree Program in Nursing: transition from Carpenito’s bifocal clinical practice model to NANDA-I-Noc-Nic (NNN) taxonomies.

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Introduction
Since the academic year 2000/2001, our Degree Program in Nursing has used Gordon’s health patterns model for assessment and Carpenito’s bifocal model in nursing process education. We decided to use a single-factor model to foster the acquisition of the discipline-specific nursing competencies.

Yesterday: from 2000 until 2019
Today: since 2019

Gordon’s 5 functional health patterns for assessment
Gordon’s 5 functional health patterns for assessment
Carpenito’s bifocal clinical practice model in nursing process education
Single-focal model with Nanda-I-NOC-NIC taxonomies in nursing process education

Problem based learning
Core method
Case method

Paper nursing record

Aims
The aims of this project are to improve students’ ability to use standardized nursing terminologies and taxonomy. In Italy, where the role of nurses is often limited to the collaborative framework with physicians at the expense of their own autonomous realm of professional competence and accountability. In accordance with the latest definition of nursing diagnosis (2019) and Gordon’s functional health patterns, nursing phenomena in our project are the human responses of individuals, caregivers, families, groups, or communities to health conditions/ife processes, or a susceptibility to that hazard.

2019-20
Training of Faculty Staff: Case Method
Training of Nursing teachers: Case Method

2020-21
Training of Faculty Staff: NNN taxonomies and e-learning platform Florence (© 2010 CEA)
Defining Core competencies and Core curriculum based on NNN taxonomies
Training of Nursing teachers: NNN and Florence
Construction of cases
Training of students to use a e-learning platform Florence
Application with students in Nursing courses: 1st and 2nd year (5 courses)

2021-22
Application with students in Nursing courses: 1st, 2nd and 3rd year (all 11 Nursing courses)

Since 2022-23
Continuous training of Nursing teachers

Methodology
Performance indices at the cognitive stage of the Objective Structured Clinical Examination (OSCE), obtained by students in September 2019 and 2020, were evaluated and compared. The sample consisted of 144 students (52 first year, 42 second year, 50 third year) and 121 students (52 first year, 39 second year, 30 third year) in total. In the first session, the students had to conceptualize and create a focused clinical practice model and then perform a case simulation study with a hypothetical patient. In the second session, the students had to design an e-learning platform, including the use of Nanda-I-NOC-NIC taxonomies in the e-learning platform. The students were evaluated based on the time spent on completing the e-learning platform, the number of cases analyzed, the number of times the e-learning platform was used, and the number of times the e-learning platform was used for each student. The results were evaluated at the end of the academic year, and the performance of the students was measured by the number of times the e-learning platform was used, the number of times the e-learning platform was used for each student, and the number of times the e-learning platform was used for each course.

Discussion
Students, using GNNN taxonomies, demonstrated better ability to use standardized nursing terminology and to identify nursing phenomena, rather than focusing mainly on the signs and symptoms of medical diagnosis.

We believe that the performance of second year students was affected by the fact that the COVID-19 pandemic suddenly made it necessary to use distance learning tools, now established but previously rarely used in our setting. This comparison, together with the others, received full distance education the first year and blended education the next one, and demonstrated worse outcomes in all course exams.

We consider the positive results of the implementation project, we believe that an important role was played by the use of the e-learning platform Florence (© 2010 CEA) dedicated to nursing care planning with GNNN taxonomies.

We have measured process indices related to students’ ability to plan nursing care in the educational setting: the next step could be to measure indices of impact in the clinical practice through a research study.

References