

# Application of NNN Taxonomy and Clinical Decision Support System to Palliative Nursing Care: A Case Report

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## Introduction

PROCEnf-USP<sup>®</sup> is a Clinical Decision Support System (CDSS) structured according to NNN taxonomy and developed to support the decision of nurses and students in the clinical judgment of nursing diagnoses, outcomes and interventions.

## Purpose

To report the use of PROCEnf-USP<sup>®</sup> to guide nursing students in decision-making about diagnoses, outcomes and interventions related to palliative care patients.

## Method

- ✓ A case report conducted with undergraduate nursing students during the internship at the adult Intensive Care Unit of a University Hospital, from November to December 2019.
- ✓ A palliative care case provided the students with clinical data to fill out the assessment forms in PROCEnf-USP<sup>®</sup> and to define the diagnosis, outcomes, interventions and activities.

## Results

- ✓ Seven undergraduate students in the third year of the nursing course used PROCEnf-USP<sup>®</sup>.
- ✓ The nursing diagnoses, outcomes and interventions related to palliative care patients, according to NNN taxonomy, integrated with a CDSS, are described in table 1.

Table 1: Palliative Nursing Care.

NANDA-I	NOC	NIC
Impaired comfort (00214)	Comfortable death (2007)	Environment control: comfort (6482)
Ineffective airway clearance (00031)	Respiratory Status: ventilation (0403)	Airway Management (3140) Mechanical ventilation management: Invasive (3300)
Risk for aspiration (00039)	Risk control (1902)	Aspiration precautions (3200) Vomiting management (1570)
Risk for pressure ulcer (00249)	Tissue integrity: skin and mucous membranes (1101)	Prevention of pressure ulcers (3540)

- ✓ 18 nursing activities belonging to the above-mentioned interventions were defined.

## Impact

The use of CDSSs supported students when making clinical decisions and may be an important resource for teaching in clinical rotations. This study contributes to discussions on teaching strategies and clinical reasoning practice in nursing education.



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Reference: Johnson M et al., 2012