Application of NNN Taxonomy and Clinical Decision Support System to Post-operative Enterectomy Nursing Care: A Case Report

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Introduction

PROCEnf-USP® 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® to guide nursing students in decision-making about diagnoses, outcomes and interventions related to post-operative enterectomy 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 post-operative enterectomy case provided the students with clinical data to fill out the assessment forms in PROCEnf-USP® and to define the diagnosis, outcomes, interventions and activities.

Results

✓ Eight undergraduate students in the third year of the nursing course used PROCEnf-USP®.

✓ The nursing diagnoses, outcomes and interventions related to post-operative enterectomy patients, according to NNN taxonomy integrated with a CDSS are described in table 1.

Table 1: Post-Operative Enterectomy Nursing care.

NANDA-I	NOC	NIC
Ineffective gastrointestinal tissue perfusion (00024)	Tissue Perfusion: Abdominal Organs (0404)	Vital signs monitoring (6680)
Imbalanced nutrition: less than necessary (00002)	Nutritional status: food and fluid intake (1008)	Enteral tube feeding (1056)
Risk for constipation (00015)	Bowel elimination (0501)	Bowel Management (0430)
Excess fluid volume (00026)	Fluid Balance (0601)	Hydroelectrolytic Control (2000) Weight control (1260)

Reference: Johnson M et al., 2012

✓ 32 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.