Introduction

Tallinn Health Care College teaches NANDA-I since 2012 when the first book in Estonian was published (1). Estonian health care institutions started the development of the nationwide electronic health information system using Nanda-I, NOC and NIC (NNN). An effective training program for the implementation of the classifications requires the identification of the scope and methods used to teach NANDA-I in the basic nursing education.

Aim

To describe the scope and methodology for teaching NANDA-I diagnoses, the priorities and rationales in the undergraduate nursing curriculum.

Methods

In spring 2023, a qualitative document analysis of the General Nurse Curriculum (2), including the syllabi of the NANDA-I teaching subjects, and ethnographic interviews with the faculty teaching these subjects were conducted at Tallinn Health Care College. The content analysis comprised a total of 212 pages of the written text material.

References


Results

NNN is included as a learning outcome in 11 subjects, which comprises about half of the curriculum (125 ECTS from 210 ECTS) during the entire 3,5 years of study. In addition, there is a Graduation Thesis (5 ECTS) if the student chooses the NNN topic.

The teaching method used is the oral and/or written situation solving and conducting a nursing care plan as a group assignment in a seminar and simulation centre, as an individual written assignment during an internship and as an oral assignment in an examination. Also, independent reading and research are carried out individually or in a group.

The structure, focus and topics of the assignments vary from year to year and sometimes from subject to subject (Table 1).

Measures for prioritisation and rationalisation include: Maslow’s hierarchy of needs, logic and realistic thinking, discussion, RHK-10 diagnosis, patient safety, NANDA-I book and handbooks of nursing diagnosis, patient centeredness, assessment of vital functions, Transtheoretical Model and Motivational Interviewing. Mainly verbal summary feedback from the lecturer and some fellow students, or written individual feedback if improvements are needed, is provided at the end of each subject. Individual oral feedback is given in the exam.

Table 1. Assignments’ structure, focus and topics in nursing curriculum.

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<thead>
<tr>
<th>Year</th>
<th>Structure and focus of the assignments</th>
<th>Topics of the assignments</th>
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<tr>
<td>1st year</td>
<td>Theoretical nursing care plan: assessment, diagnosis, aim, intervention, evaluation. Focus on identification of NANDA-I diagnosis and nursing interventions.</td>
<td>Simple cases, non-clinical, caring. Mostly health promotion and risk nursing diagnoses, some problem focused nursing diagnoses.</td>
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<td>2nd year</td>
<td>In addition, some assessment scales for nursing outcomes are introduced.</td>
<td>Students have to create cases or find them from the literature: internal diseases (RHK-10 diagnosis) or nursing, and surgical diseases (RHK-10 diagnosis) in the otorhinolaryngology. Mostly problem focused nursing diagnoses, rarely risk nursing diagnoses and no health promotion nursing diagnosis.</td>
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<td>3rd year</td>
<td>Practical nursing care plan: assessment, diagnosis, expected outcome, intervention, evaluation based on NANDA-I taxonomy.</td>
<td>More complex and specialised cases in children and family nursing. Also, pharmaceutical topics added. Mostly problem focused nursing diagnoses.</td>
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<td>4th year</td>
<td>Theoretical nursing care plan: identification and prioritisation of the nursing diagnosis, setting the aim, planning the interventions and evaluation.</td>
<td>More complex and specialized cases in mental health nursing. At least 4 problem focused nursing diagnoses or syndrome, and one risk diagnosis, no health promotion diagnosis.</td>
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<tr>
<td>1st year</td>
<td>Theoretical nursing care plan: description of the situation, statement of the health problem and linking it to determinants and associated factors, main nursing diagnosis and risk diagnoses, aims, nursing interventions and evaluation (or outcomes).</td>
<td>More complex and specialized cases in health nursing, thorough the whole life cycle. All kind of nursing diagnoses.</td>
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<td>2nd year</td>
<td>Practical nursing care plan: description of the anamnesis (situation), nursing diagnoses, aims, nursing intervention and evaluation.</td>
<td>The topics are based on the research strategy of the college. Mainly focused on nursing diagnosis and nursing interventions only, sometimes nursing outcomes are included.</td>
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