

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

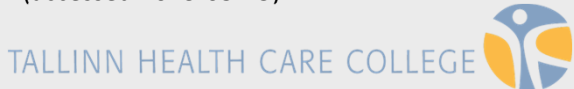
To describe the scope and methodology for teaching NANDA-I diagnoses, the priorities and rationales in the undergraduate nursing curriculum.

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

1. Puusepp, K. (2019). From 3N to 5 star nursing. In: Rannus, K. (Ed). 5 Star Nursing: Proceedings of the International Conference. Tallinn Health Care College, pp. 16–21. <http://www.ttk.ee> (accessed 2023-05-15).
2. General Nurse Curriculum 1467 (2021). Tallinn Health Care College. <https://www.ttk.ee> (accessed 2023-05-15).



Teaching NANDA-I to undergraduate nurses: curriculum analysis and faculty interviews.

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	Structure and focus of the assignments	Topics of the assignments
First year	Theoretical nursing care plan: assessment, diagnosis, aim, intervention, evaluation. Focus on terms, principles and identification of NANDA - I nursing diagnoses.	Simple cases, non-clinical, caring. Mostly health promotion and risk nursing diagnoses, some problem focused nursing diagnoses.
Second year	Theoretical nursing care plan: nursing diagnosis with the definition, expected outcome or aim, nursing interventions and evaluation. Focus on identification of NANDA - I diagnosis and nursing interventions.	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.
	In addition, some assessment scales for nursing outcomes are introduced.	
	In addition, identification of the RHK-10 diagnosis and linking it to the nursing diagnosis, priority interventions (either doctors medical orders or nursing interventions).	
	Practical nursing care plan: assessment, diagnosis, expected outcome, intervention, evaluation based on NNN taxonomy.	
Third year	Theoretical nursing care plan: identification and prioritisation of the nursing diagnosis, setting the aim, planning the interventions and evaluation.	More complex and specialised cases in children and family nursing. Also, pharmaceutical topics added. Mostly problem focused nursing diagnoses.
	Theoretical nursing care plan in the table: nursing diagnoses, nursing interventions and nursing outcome (or impact evaluation).	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.
	Theoretical nursing care plan: nursing diagnosis (one or more) and priority interventions during one shift.	More complex and specialized cases in intensive care nursing. Problem focused nursing diagnoses or syndrome, no risk or health promotion nursing diagnosis.
	Practical 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).	More complex and specialized cases in health nursing, thorough the whole life cycle. All kind of nursing diagnoses.
Fourth year	Practical nursing care plan: description of the anamnesis (situation), nursing diagnoses, aims, nursing intervention and evaluation.	More complex and specialized cases according to the field of the internship, chosen by the student according to his/her interests and career plans.
	Theoretical (literature review) or empirical (documentation analysis or survey) research on NNN.	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.

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

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.



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