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Using ICNP® in nursing education: an action research study.

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Abstract Content: Title

Using ICNP® in nursing education: an action research study.

Introduction

Academic teaching of ICNP® could contribute to spread it, enhancing nursing process teaching, and promoting students' clinical reasoning skills. Furthermore, using ICNP® in nursing education offers the opportunity to combine a nursing standardized terminology with any theoretical model to guide teaching of nursing science. This can bring relevant advantages both in nursing education and in clinical practice. However, standards to introduce ICNP® in nursing education oriented by a nursing theoretical model are not available. Some minor didactic guidance is present in the literature.

Aim

To introduce ICNP® with a theoretical model guiding nursing science teaching in an Italian Nursing School starting from a first year class.

Method

An action research study was conducted following the stages of a curriculum development process.

Results

Findings from this action research study were the identification of conditions to implement change and a growing consciousness of the inadequacy of the actual theoretical model with subsequent reformulation of the study aim. Patterns for theoretical and practice lessons according to ICNP® main elements (diagnosis, interventions, axial structure), a guide for students' data collection, teaching material, and outlines for second year planning were also produced.

Conclusion.

Introduction of ICNP® in nursing education allowed the start of a changing process thanks to new hints from available literature. Teaching materials analysis allowed a critical review of lessons' contents and a reflection on the nature of nursing phenomena. Other two cycles of action research have started to complete the introduction of ICNP® within the whole nursing program.

Submission for: Concurrent session

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Yes

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