Congreso Internacional
International Congress

AENTDE/NANDA-I

Hacia un futuro global para enfermería:
desarrollar el lenguaje compartiendo conocimientos

Towards a global future for nursing:
developing language, sharing knowledge

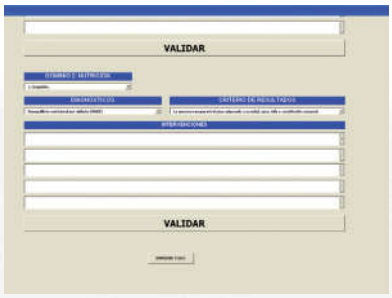
Madrid 12,13 y 14 de mayo de 2010

AENTDE

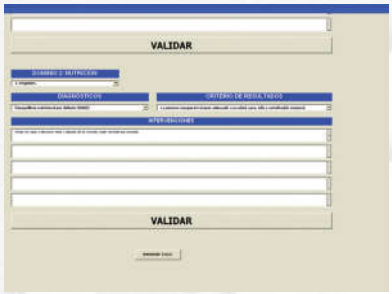
NANDA International

www.aentde-nandai2010.org

3. Una vez que halla acertado con la correcta elección de el/los dominios correspondientes, se pasaría a la siguiente fase del programa, en el cual, el alumnado deberá acertar con los diagnósticos correspondientes de entre una lista desplegable, de tal manera que si no acierta con el/los diagnósticos al que pertenece ese dominio no podrá seguir avanzando para escoger sus criterios de resultados.
4. La siguiente fase sería la de encontrar los criterios de resultados correspondientes, teniendo el alumnado que clicar la opción correcta dentro de una lista de posibles respuestas, para que de este modo pueda seguir adelante.



5. Y por último, una vez que el alumnado halla acertado con sus criterios de resultados deberá escoger de entre una lista existente las intervenciones de Enfermería.



Para concluir, y visto los resultados de aprendizaje alcanzados, pensamos extender el uso de esta aplicación al resto de materias de la Titulación, y de este modo, nuestro alumnado adquiriría una metodología a la hora de abordar los Cuidados Enfermeros en todas las materias que abarcan los Planes de Estudio de Enfermería.

BIBLIOGRAFÍA:

LUIS RODRIGO, M.T.: Diagnósticos de enfermería. Revisión crítica y guía práctica Elsevier. 8ª Ed. Barcelona, 2008
NANDA Internacional: Diagnósticos enfermeros. Definiciones y clasificación 2009-2011. Elsevier. Madrid. 2008
BULECHEK GM, y otros: Clasificación de intervenciones de enfermería (NIC) 5ª Ed. Elsevier. 2009.
GORDON, M.: Manual de diagnósticos de enfermería Edf. McGrawHall. 11ª Ed. Madrid. 2007.

Comunicaciones / Communications / Comunicação

61 APPLICATION OF A MODEL TO EVALUATE DIAGNOSTIC ACCURACY OF NURSING STUDENTS

Maria Helena Baena de Moraes Lopes, Rodrigo Jensen, Diná de Almeida Lopes Monteiro da Cruz, Fabiana Gonçalves de Oliveira Azevedo Matos.
University of Campinas, University of São Paulo. Brazil

INTRODUCTION:

There is a paucity of methods applied to technological resources that allow the students, besides to evaluate their diagnostic accuracy, to understand how they develop their diagnostic reasoning and how they could improve their performance in the identification of nursing diagnoses.

The theory of fuzzy logic could be useful in developing methods to show the student how he develops his reasoning to identify the more accurate diagnosis. Rolfe (1997) suggests that fuzzy logic can be used to help experts to articulate how they establish their decision and assign the weight to each rule that they use in their decision-making. The fuzzy logic could help the expert to verbalize his decision-making, and this kind of understanding could be taught to the student.

Considering the complexity of nursing diagnoses, it was proposed a model of diagnostic accuracy evaluation to be used for teaching purposes, using the fuzzy logic and the comparison between the student and expert's performance (Lopes, 2008).

The present study aimed to evaluate the accuracy of nursing diagnoses stated by nursing students, using this method.

MATERIAL AND METHODS:
This methodological study comprising 38 nursing students was approved by the Research Ethics Committee.

Three case studies previously validated were used, as well as the NANDA-I Classification – version 2007-2008 (NANDA, 2008), translated into Portuguese of Brazil.. For each case study, a team of experts and the students determined the relationship degree between defining characteristics or risk factors and nursing diagnosis, and the presence of defining characteristics or risk factors in the clinical cases.

The model determined nursing diagnoses by using the fuzzy maximum-minimum composition (Pedrycz, Gomide, 1998), according to the parameters indicated by the students and by the team of experts. The values of the relationships established by the students were compared with those determined by the experts, generating scores with values within the interval (0, 1), which will indicate how close to the values established by the experts the student will be.

RESULTS:
The students' performance when determining the relationship between defining characteristics or risk factors and nursing diagnosis (medium values) were: Case 1: 0.79±0.06; Case 2: 0.77±0.09; Case 3: 0.74±0.07.

When establishing the presence of defining characteristics or risk factors in clinical cases (medium values): Case 1: 0.85±0.06; Case 2: 0.80±0.13; Case 3: 0.83±0.07.
In diagnoses generated from the fuzzy model (medium values): Case 1: 0.91±0.03; Case 2: 0.83±0.06; Case 3: 0.94±0.02.

DISCUSSION:
The model used in this study was developed in order to be computerized and become an educational tool for teaching nursing diagnoses.

The structure of the model can stimulate the ability of metacognition of the student, making reflect on all the steps that led to certain diagnostic decision. The student's reflection on his performance, compared to specialists, instigates research and improvement of thinking about the nursing diagnoses.

The model can also help teachers of nursing, because it can be an objective method of student assessment as to their knowledge about the phenomena of nursing and how much each defining characteristic or risk factor contributes to determine the diagnosis.

CONCLUSION:
The students presented performance close to the team of experts. The model based on fuzzy logic is a strategy to be used for teaching, in order to evaluate the diagnostic accuracy and favor the understanding of the diagnostic reasoning process. Software based on this model is in a development phase.

REFERENCES:
1. Lopes MHBM. Model for evaluation of diagnosis accuracy based on fuzzy logic. In: NANDA International Conference November 2008; Nov.13-15; Miami (EUA). Poster.
2. NANDA International. Diagnósticos de enfermagem da NANDA: definições e classificação – 2007-2008. Porto Alegre: Artmed, 2008.
3. Pedrycz W, Gomide F. An introduction to fuzzy sets: analysis and design. London: MIT Press; 1998.
4. Rolfe G. Science, abduction and the fuzzy nurse: an exploration of expertise. Journal of Advanced Nursing. 1997; 25:1070-5.

Comunicaciones / Communications / Comunicação

62 DE LAS TAXONOMÍAS ENFERMERAS A LA PRÁCTICA CLÍNICA: ALIANZAS Y ESTRATEGIAS

Ana Carmen Sanz Aznarez, Yolanda Montes Garcia, Paola Villalgordo Ortin
HOSPITAL DE NAVARRA

Título:
De las taxonomías enfermeras a la práctica clínica: alianzas y estrategias.

Introducción:
El uso de taxonomías enfermeras en nuestro entorno, requiere diversas estrategias que permitan su acercamiento a la práctica clínica.