

## Diagnosics, Interventions and Outcome in nursing and midwifery (D012157)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size (nominal values; actual values may depend on programme)  
Credits 3.0 Study time 75 h Contact hrs 15.0 h

### Course offerings and teaching methods in academic year 2020-2021

A (semester 2)	Dutch	Gent	lecture	5.0 h
			online lecture:	5.0 h
			response lecture	
			online lecture	5.0 h

### Lecturers in academic year 2020-2021

Beeckman, Dimitri GE39 lecturer-in-charge

### Offered in the following programmes in 2020-2021

Linking Course Master of Science in Nursing and Midwifery	crdts	offering
	3	A

### Teaching languages

Dutch

### Keywords

Nursing/midwifery diagnostics, nursing/midwifery interventions, nursing/midwifery outcomes, decision processes in nursing and midwifery, classifications and taxonomies

### Position of the course

The objective of this course is to provide the students an insight into the scientific discourse and limitations of nursing/midwifery diagnostics, determination of interventions and outcome assessment. In an interactive way the course covers diverse visions on the classification of diagnoses, interventions and outcomes. The contribution of international societies and projects (such as IOWA, NANDA, NIC, and NOC) are discussed. As a result, students are made aware of the limitations of a more traditional approach of diagnostics and intervention selection and they can formulate and apply alternatives by means of casuistry. This course goes hand in hand with the course "Multidisciplinary approach of clinical decision making", in which students gain insight into and learn to analyze critically the multidisciplinary process of diagnostic reasoning and determination of interventions. Both courses are complementary, where both the nursing/midwifery perspective as the medical/ diagnostic perspective are approached in a synergetic manner. Both courses can be followed independently from each other. This course is situated in the 'role of professional'. As a **professional**, the Master of Science in Nursing and Midwifery applies insights in a critical and reflective way in complex professional situations, taking recent scientific and international evolutions into account. The course builds on the final competences acquired during the professional bachelor in nursing and midwifery.

### Contents

- Diagnostics in nursing: different perspectives
- Classifications and taxonomies: a critical view
- Scientific diagnostics
- Scientifically built interventions
- Developing and evaluating complex interventions:
- Clinical pathways and carepaths
- Choice of interventions: a process analysis
- Implementation of scientific knowledge into practice: different models
- A theoretical framework for patient handover

- Evaluation and outcomes: a reflection within the task of nursing / midwifery

#### Initial competences

This course builds on the final competences acquired during the professional bachelor in nursing/midwifery. The student is required to have a good knowledge of the English language.

#### Final competences

- 1 Assess, interpret and reflect upon literature on diagnostics, interventions and outcomes and the discussions in literature.
- 2 Critically judge on classifications and taxonomies within nursing/midwifery diagnostics.
- 3 Shaping the process of diagnostic reasoning and of choosing interventions in nursing practices, even in complex situations.
- 4 Integrate scientific and nursing theories in an appropriate way in the nursing and midwifery process (diagnosis, intervention, evaluation).
- 5 Evaluate in a critical way the process of care, related to scientific theories about nursing and midwifery, integration of scientific knowledge and ethical reasoning.
- 6 Collaborate and communicate efficiently with peers within health care and science.
- 7 Gaining independently in-depth knowledge of a nursing/midwifery theme or problem (obtaining specialized knowledge).
- 8 Consult regularly scientific literature and attends scientific meetings.
- 9 Describing the process and validation of complex interventions in healthcare
- 10 Explaining the development and validation and critical reflection about the contribution of clinical pathways and carepaths to the quality of care
- 11 Explaining the components and criteria for reliable patient handover

#### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

#### Conditions for exam contract

This course unit cannot be taken via an exam contract

#### Teaching methods

Lecture, online lecture, online lecture: response lecture

#### Extra information on the teaching methods

- Theoretical concepts and insights are lectured in an interactive way. Lecturing is combined with reflection, discussion and translation of how theoretical insights can be translated or have an impact on practice, education and research in nursing/midwifery and mental health nursing.
- During seminars, cases are discussed. These cases and exercises are prepared by the students during a group work.

#### Learning materials and price

- Presentations and documentations via Minerva,
- Beeckman D. (2020). Diagnostiek, interventies en outcomes in de verpleegkunde/vroedkunde/GGZ. Onuitgegeven cursus. Universiteit Gent, pp. 126.
- Craig et al. 2006. Developing and evaluating complex interventions: new guidance. Te downloaden via <https://www.mrc.ac.uk/documents/pdf/complex-interventions-guidance/>

#### References

de Carvalho EC, Eduardo AH, Romanzini A, Simão TP, Zamarioli CM, Garbuio DC, Herdman TH. Correspondence Between NANDA International Nursing Diagnoses and Outcomes as Proposed by the Nursing Outcomes Classification. *Int J Nurs Knowl*. 2016 doi: 10.1111/2047-3095.12135.

de Oliveira Lopes MV, da Silva VM, Herdman TH. Causation and Validation of Nursing Diagnoses: A Middle Range Theory. *Int J Nurs Knowl*. 2015 doi: 10.1111/2047-3095.12104.

Park H, Tucker DA. Capturing Key NANDA-I Nursing Diagnoses From Actual Clinical Data for Patients With Heart Failure. *Int J Nurs Knowl*. 2015 doi: 10.1111/2047-3095.12097.

#### Course content-related study coaching

Interactive teaching method with room for interaction  
Personally: by appointment

Evaluation methods

end-of-term evaluation

Examination methods in case of periodic evaluation during the first examination period

Assignment

Examination methods in case of periodic evaluation during the second examination period

Assignment

Examination methods in case of permanent evaluation

Possibilities of retake in case of permanent evaluation

not applicable

Extra information on the examination methods

Assignment with integration of theoretical content from the course and scientific literature.

Calculation of the examination mark

Assignment: 100% of final score