Using ICNP® in nursing education: an action research study.
Barbara Macchi 1, Davide Ausili 2, Cecilia Sironi 3, Stefania Di Mauro 4
1Nursing Degree Lecturer, Università Insubria Varese, Varese, 2Research fellow in nursing science, Università Milano Bicocca, Milano, 3Nursing Degree Coordinator, Università Insubria Varese, Varese, 4Associate Professor in Nursing Science, Università Milano Bicocca, Milano, Italy

Abstract Content: Title
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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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National Nurse Association: Italy: Consociazione Nazionale delle Associazioni Infermieri-Infermieri - Italy
Name of member: Sironi

Presenting Author Bio 1: Barbara Macchi, RN, MSc. Nursing Degree Lecturer, School of Medicine, University of Insubria - Azienda Socio Sanitaria Territoriale Sette Laghi, Varese, Italy

Author biography 2: Davide Ausili, RN, MSc, PhD. Research Fellow in Nursing Science, Department of Medicine and Surgery, University of Milano-Bicocca, Italy.

Author biography 3: Cecilia Sironi, RN, BScN, MSc. Nursing Degree Coordinator, School of Medicine, University of Insubria - Azienda Socio Sanitaria Territoriale Sette Laghi, Varese, Italy.

Author biography 4: Stefania Di Mauro, RN, MSc. Associate Professor in Nursing Science, Department of Medicine and Surgery, University of Milano-Bicocca, Italy.
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