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Integrating NANDA-I Taxonomy to support evidence-based interdisciplinary collaboration between nursing and social work students

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Background and aims

Background

Healthcare systems are undergoing rapid transformation, requiring reliable longitudinal evidence about workforce roles, care models and patient-centred practice. Nursing has shifted from task-based support toward autonomous, integrated and holistic care, yet long-term empirical evidence from practitioners' perspectives remains limited. Repeated cross-sectional datasets offer valuable real-world evidence for understanding professional and organisational change.

Aims

To examine how hospital nurses' assessments reflect the development of nursing roles, work environments and care practices across three decades, and to generate time-comparable evidence supporting integrated and patient-centred care models.

Methods

41
first-year students

26
nursing students

15
social work students

Questionnaire

Awareness and use of NANDA-I
Perceived usefulness for practice
Potential value for communication and collaboration
Previous interdisciplinary experience
Barriers and suggestions for improvement

Analysis

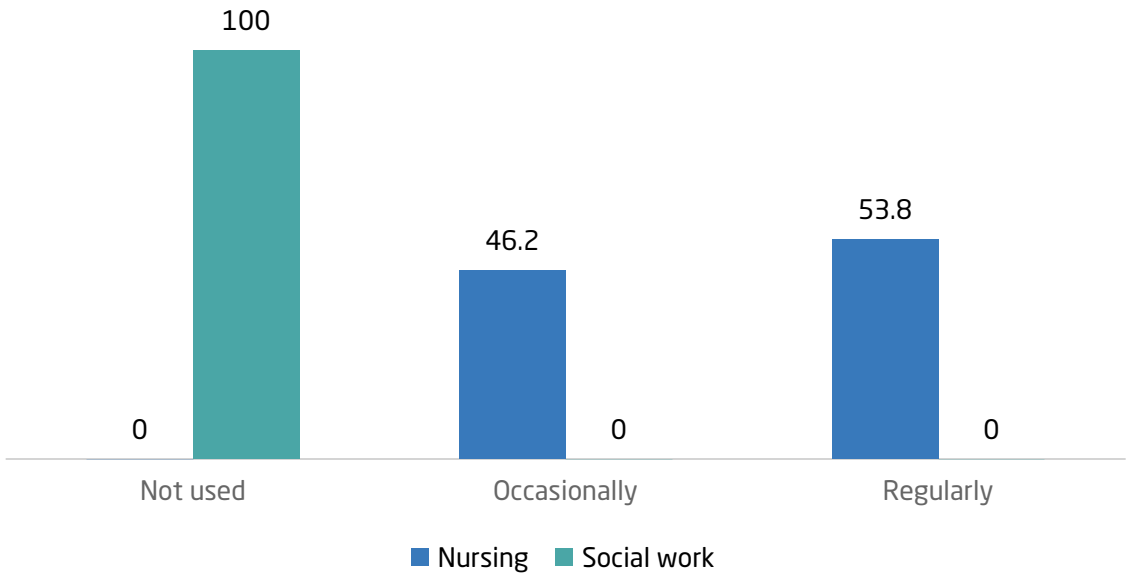
Descriptive analysis of categorical responses

Multiple-response frequencies for reported barriers

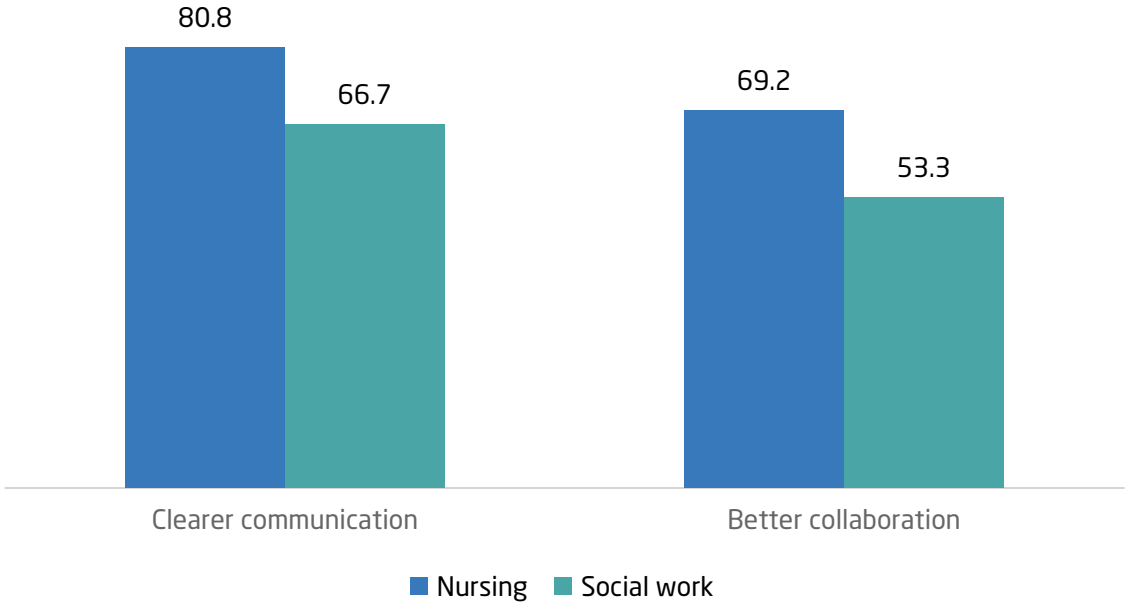
Open comments reviewed for practical suggestions

Results

NANDA-I use by discipline



Perceived value of NANDA-I



Most reported barriers

Role ambiguity 59% Communication problems 56% Time constraints 51%

Limited joint training 49% No shared terminology framework 32%

Limits and conclusions

Main conclusion

NANDA-I may offer a useful structure for nurse–social worker communication. Social work students need an introduction before they can use or assess it in practice.

Implication for education

Joint seminars and case-based learning could build role clarity and test whether a shared framework improves care planning.

Study limits

Small sample

Students from one institution

Self-reported perceptions

No observed collaboration outcomes

Next step

Test the approach in joint teaching and practice settings.