NURSING DIAGNOSES
Definitions and Classification
2018–2020
Eleventh Edition
The foci of the nursing diagnoses in NANDA-I Taxonomy II, and their associated diagnoses, start on the following pages:

Activity planning 322–323
Activity tolerance 228–229
Acute substance withdrawal syndrome 351–352
Adaptive capacity 357
Adverse reaction to iodinated contrast media 429
Airway clearance 384
Allergy reaction 430
Anxiety 324
Aspiration 385
Attachment 289
Autonomic dysreflexia 353, 355
Balanced energy field 225
Balanced fluid volume 183
Balanced nutrition 157
Bathing self-care 243
Bleeding 386
Blood glucose level 177
Body image 276
Breast milk production 159
Breastfeeding 160–162
Breathing pattern 230
Cardiac output 231, 233
Childbearing process 307, 309–310
Chronic pain syndrome 448
Comfort 442–443, 450–453
Communication 262
Confusion 197, 199–200
Contamination 424, 426
Coping 326–331, 333–334
Death anxiety 335
Decision-making 366
Decisional conflict 367
Denial 336
Dentition 387
Development 459
Diabetes 204
Disuse syndrome 217
Diversional activity engagement 142
Dressing self-care 244
Dry eye 388
Dry mouth 389
Eating dynamics 163–164
Electrolyte balance 182
Emancipated decision-making 368–370
Emotional control 257
Falls 390
Family processes 290, 293–294
Fatigue 226
Fear 337
Feeding dynamics 166
Feeding pattern 168
Feeding self-care 245
Female genital mutilation 415
Fluid volume 184–186
Frail elderly syndrome 145, 147
Functional constipation 201, 203
Gas exchange 209
Gastrointestinal motility 205–206
Grieving 339–341
Health 148
Health behavior 149
Health literacy 143
Health maintenance 150
Health management 151–153
Home maintenance 242
Hope 266–267
Human dignity 268
Hyperbilirubinemia 178
Hyperthermia 434
Hypothermia 435, 437
Immigration transition 315
Impulse control 258
Incontinence 190–195, 207
Infection 382
Injury 392–394
Insomnia 213
Knowledge 259–260
Labor pain 449
Latex allergy reaction 431, 433
Lifestyle 144
Liver function 180
Loneliness 454
Maternal-fetal dyad 311
Memory 261
Metabolic imbalance syndrome 181
Mobility 218–220
Mood regulation 342
Moral distress 371
Mucous membrane integrity 397, 399
Nausea 444
Neonatal abstinence syndrome 358
Neurovascular function 400
Nutrition 158
Obesity 169
Occupational injury 427
Organized behavior 359, 361–362
Other-directed violence 416
Overweight 170, 172
Pain 445–446
Parenting 283, 286, 288
Perioperative hypothermia 438
Perioperative positioning injury 395
Personal identity 269–270
Physical trauma 401
Poisoning 428
Post-trauma syndrome 316, 318
Power 343–345
Pressure ulcer 404
Protection 154
Rape-trauma syndrome 319
Relationship 295–297
Religious behavior 372–374
Relocation stress syndrome 320–321
Resilience 346–348
Retention 196
Role conflict 298
Role performance 299
Role strain 278, 281
Self-care 247
Self-concept 271
Self-directed violence 417
Self-esteem 272–275
Self-mutilation 418, 420
Sexual function 305
Sexuality pattern 306
Shock 405
Sitting 221
Skin integrity 406–407
Sleep 214–215
Sleep pattern 216
Social interaction 301
Social isolation 455
Sorrow 349
Spiritual distress 375, 377
Spiritual well-being 365
Spontaneous ventilation 234
stable blood pressure 235
standing 222
stress 350
sudden death 408
suffocation 409
suicide 422
surgical recovery 410–411
surgical site infection 383
swallowing 173
Thermal injury 396
thermoregulation 439–440
tissue integrity 412–413
tissue perfusion 236–239
toiletng self-care 246
transfer ability 223
trauma 403
unilateral neglect 251
venous thromboembolism 414
ventilatory weaning response 240
verbal communication 263
walking 224
wandering 227
The editors of this edition would like to dedicate this book to the memory of our founder,

Dr. Marjory Gordon
## Contents

### Part 1  The NANDA International Terminology – Organization and General Information

1  **Introduction** ............................................. 2

2  **What’s New in the 2018–2020 Edition of *Diagnoses and Classification*** ........................................ 3

3  **Changes and Revisions** ................................. 4

   3.1  Processes and Procedures for Diagnosis Submission and Review . 4

   3.2  Changes to Definitions of Health Promotion Diagnoses ............ 6

   3.3  New Nursing Diagnoses. .................................... 7

   3.4  Revised Nursing Diagnoses. .................................. 7

   3.5  Retired Nursing Diagnosis. ................................... 7

   3.6  Revisions to Nursing Diagnosis Labels .......................... 9

   3.7  Standardization of Diagnostic Indicator Terms .................. 21

   3.8  Introduction of At-Risk Populations and Associated Conditions . . 23

4  **Governance and Organization** ........................ 25

   4.1  International Considerations on the Use of the *NANDA-I Nursing Diagnoses* ..................................... 25

   4.2  NANDA International Position Statements .......................... 27

   4.3  An Invitation to Join NANDA International ...................... 28

### Part 2  The Theory Behind NANDA International Nursing Diagnoses

5  **Nursing Diagnosis Basics** ............................... 34

   5.1  Introduction ................................................ 34

   5.2  How Does a Nurse (or Nursing Student) Diagnose? ............. 36

   5.3  Understanding Nursing Concepts ............................ 37

   5.4  Assessment ................................................ 37

   5.5  Nursing Diagnosis ........................................... 38

   5.6  Planning/Intervention ....................................... 41

   5.7  Evaluation .................................................. 42

   5.8  Use of Nursing Diagnosis .................................... 43

   5.9  Brief Chapter Summary .................................. 44

   5.10  References ................................................ 44
# Contents

## 6 Clinical Reasoning: From Assessment to Diagnosis

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Introduction</td>
<td>45</td>
</tr>
<tr>
<td>6.2 The Nursing Process</td>
<td>48</td>
</tr>
<tr>
<td>6.3 Data Analysis</td>
<td>55</td>
</tr>
<tr>
<td>6.4 Identifying Potential Nursing Diagnoses (Diagnostic Hypotheses)</td>
<td>60</td>
</tr>
<tr>
<td>6.5 In-Depth Assessment</td>
<td>62</td>
</tr>
<tr>
<td>6.6 Summary</td>
<td>72</td>
</tr>
<tr>
<td>6.7 References</td>
<td>72</td>
</tr>
</tbody>
</table>

## 7 Introduction to the NANDA International Taxonomy of Nursing Diagnoses

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Introduction</td>
<td>74</td>
</tr>
<tr>
<td>7.2 Classification in Nursing</td>
<td>79</td>
</tr>
<tr>
<td>7.3 Using the NANDA-I Taxonomy</td>
<td>82</td>
</tr>
<tr>
<td>7.4 Structuring Nursing Curricula</td>
<td>82</td>
</tr>
<tr>
<td>7.5 Identifying a Nursing Diagnosis Outside Your Area of Expertise</td>
<td>83</td>
</tr>
<tr>
<td>7.6 The NANDA-I Nursing Diagnosis Taxonomy: A Short History</td>
<td>86</td>
</tr>
<tr>
<td>7.7 References</td>
<td>97</td>
</tr>
</tbody>
</table>

## 8 Specifications and Definitions Within the NANDA International Taxonomy of Nursing Diagnoses

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Structure of Taxonomy II</td>
<td>98</td>
</tr>
<tr>
<td>8.2 A Multiaxial System for Constructing Diagnostic Concepts</td>
<td>99</td>
</tr>
<tr>
<td>8.3 Definitions of the Axes</td>
<td>100</td>
</tr>
<tr>
<td>8.4 Developing and Submitting a Nursing Diagnosis</td>
<td>106</td>
</tr>
<tr>
<td>8.5 Further Development</td>
<td>107</td>
</tr>
<tr>
<td>8.6 Recommended Reading</td>
<td>108</td>
</tr>
<tr>
<td>8.7 References</td>
<td>108</td>
</tr>
</tbody>
</table>

## 9 Frequently Asked Questions

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Introduction</td>
<td>109</td>
</tr>
<tr>
<td>9.2 When Do We Need Nursing Diagnoses?</td>
<td>109</td>
</tr>
<tr>
<td>9.3 Basic Questions about Standardized Nursing Languages</td>
<td>110</td>
</tr>
<tr>
<td>9.4 Basic Questions about NANDA-I</td>
<td>111</td>
</tr>
<tr>
<td>9.5 Basic Questions about Nursing Diagnoses</td>
<td>115</td>
</tr>
<tr>
<td>9.6 Questions about Defining Characteristics</td>
<td>121</td>
</tr>
<tr>
<td>9.7 Questions about Related Factors</td>
<td>122</td>
</tr>
<tr>
<td>9.8 Questions about Risk Factors</td>
<td>122</td>
</tr>
<tr>
<td>9.9 Differentiating between Similar Nursing Diagnoses</td>
<td>123</td>
</tr>
<tr>
<td>9.10 Questions Regarding the Development of a Treatment Plan</td>
<td>125</td>
</tr>
<tr>
<td>9.11 Questions about Teaching/Learning Nursing Diagnoses</td>
<td>127</td>
</tr>
<tr>
<td>9.12 Questions about Using NANDA-I in Electronic Health Records</td>
<td>129</td>
</tr>
<tr>
<td>9.13 Questions about Diagnosis Development and Review</td>
<td>130</td>
</tr>
</tbody>
</table>
Part 3 The NANDA International Nursing Diagnoses

Domain 1. Health promotion .................................................. 141

Class 1. Health awareness
Decreased diversional activity engagement ................................. 142
Readiness for enhanced health literacy ...................................... 143
Sedentary lifestyle .................................................................. 144

Class 2. Health management
Frail elderly syndrome .............................................................. 145
Risk for frail elderly syndrome .................................................. 147
Deficient community health ....................................................... 148
Risk-prone health behavior ....................................................... 149
Ineffective health maintenance ................................................... 150
Ineffective health management ................................................... 151
Readiness for enhanced health management ................................. 152
Ineffective family health management ........................................ 153
Ineffective protection .............................................................. 154

Domain 2. Nutrition ................................................................. 155

Class 1. Ingestion
Imbalanced nutrition: less than body requirements ....................... 157
Readiness for enhanced nutrition .............................................. 158
Insufficient breast milk production ............................................. 159
Ineffective breastfeeding ........................................................ 160
Interrupted breastfeeding ....................................................... 161
Readiness for enhanced breastfeeding ........................................ 162
Ineffective adolescent eating dynamics ..................................... 163
Ineffective child eating dynamics .............................................. 164
Ineffective infant feeding dynamics .......................................... 166
Ineffective infant feeding pattern ............................................. 168
Obesity .............................................................................. 169
Overweight ......................................................................... 170
Risk for overweight ........................................ 172
Impaired swallowing ..................................... 173

Class 2. Digestion
This class does not currently contain any diagnoses. ........... 175

Class 3. Absorption
This class does not currently contain any diagnoses. ........... 176

Class 4. Metabolism
Risk for unstable blood glucose level. ............... 177
Neonatal hyperbilirubinemia ....................... 178
Risk for neonatal hyperbilirubinemia ........... 179
Risk for impaired liver function ................. 180
Risk for metabolic imbalance syndrome .. 181

Class 5. Hydration
Risk for electrolyte imbalance .................... 182
Risk for imbalanced fluid volume .............. 183
Deficient fluid volume ......................... 184
Risk for deficient fluid volume .............. 185
Excess fluid volume ............................. 186

Domain 3. Elimination and exchange ................. 187

Class 1. Urinary function
Impaired urinary elimination ..................... 189
Functional urinary incontinence ............. 190
Overflow urinary incontinence .............. 191
Reflex urinary incontinence ................. 192
Stress urinary incontinence ................. 193
Urge urinary incontinence ............... 194
Risk for urge urinary incontinence ......... 195
Urinary retention ..................................... 196

Class 2. Gastrointestinal function
Constipation ............................................. 197
Risk for constipation ................................ 199
Perceived constipation ......................... 200
Chronic functional constipation ............ 201
Risk for chronic functional constipation ... 203
Diarrhea ................................................. 204
Dysfunctional gastrointestinal motility ....... 205
Risk for dysfunctional gastrointestinal motility 206
Bowel incontinence ................................. 207
Class 3. Integumentary function  
This class does not currently contain any diagnoses. .......................... 208

Class 4. Respiratory function  
Impaired gas exchange .............................................................. 209

Domain 4. Activity/rest .............................................................. 211

Class 1. Sleep/rest  
Insomnia .............................................................. 213
Sleep deprivation .......................................................... 214
Readiness for enhanced sleep ............................................. 215
Disturbed sleep pattern ...................................................... 216

Class 2. Activity/exercise  
Risk for disuse syndrome ..................................................... 217
Impaired bed mobility .................................................. 218
Impaired physical mobility ...................................................... 219
Impaired wheelchair mobility ........................................ 220
Impaired sitting ............................................................ 221
Impaired standing ............................................................ 222
Impaired transfer ability ..................................................... 223
Impaired walking .............................................................. 224

Class 3. Energy balance  
Imbalanced energy field ................................................... 225
Fatigue .............................................................. 226
Wandering .............................................................. 227

Class 4. Cardiovascular/pulmonary responses  
Activity intolerance ...................................................... 228
Risk for activity intolerance ............................................. 229
Ineffective breathing pattern .................................. 230
Decreased cardiac output ............................................. 231
Risk for decreased cardiac output .................................. 233
Impaired spontaneous ventilation .................................. 234
Risk for unstable blood pressure ..................................... 235
Risk for decreased cardiac tissue perfusion ...................... 236
Risk for ineffective cerebral tissue perfusion ..................... 237
Ineffective peripheral tissue perfusion ............................. 238
Risk for ineffective peripheral tissue perfusion .................... 239
Dysfunctional ventilatory weaning response ...................... 240

Class 5. Self-care  
Impaired home maintenance ............................................. 242
Bathing self-care deficit ......................................... 243
Dressing self-care deficit ..................................................... 244
Feeding self-care deficit ........................................ 245
Toileting self-care deficit ....................................... 246
Readiness for enhanced self-care ................................. 247
Self-neglect .......................................................... 248

Domain 5. Perception/cognition ................................ 249

Class 1. Attention
Unilateral neglect .................................................. 251

Class 2. Orientation
This class does not currently contain any diagnoses. ........ 252

Class 3. Sensation/perception
This class does not currently contain any diagnoses. ........ 253

Class 4. Cognition
Acute confusion ..................................................... 254
Risk for acute confusion .......................................... 255
Chronic confusion .................................................. 256
Labile emotional control ......................................... 257
Ineffective impulse control ....................................... 258
Deficient knowledge ............................................... 259
Readiness for enhanced knowledge ............................. 260
Impaired memory .................................................. 261

Class 5. Communication
Readiness for enhanced communication ....................... 262
Impaired verbal communication ................................. 263

Domain 6. Self-perception ........................................ 265

Class 1. Self-concept
Hopelessness ................................................................ 266
Readiness for enhanced hope ...................................... 267
Risk for compromised human dignity ......................... 268
Disturbed personal identity ....................................... 269
Risk for disturbed personal identity ............................ 270
Readiness for enhanced self-concept ............................ 271

Class 2. Self-esteem
Chronic low self-esteem ........................................... 272
Risk for chronic low self-esteem ................................. 273
Situational low self-esteem ....................................... 274
Risk for situational low self-esteem ............................ 275

Class 3. Body image
Disturbed body image ............................................... 276
## Domain 7. Role relationship

### Class 1. Caregiving roles
- Caregiver role strain ........................................... 278
- Risk for caregiver role strain .................................. 281
- Impaired parenting ........................................... 283
- Risk for impaired parenting .................................. 286
- Readiness for enhanced parenting ............................ 288

### Class 2. Family relationships
- Risk for impaired attachment .................................... 289
- Dysfunctional family processes .................................. 290
- Interrupted family processes .................................... 293
- Readiness for enhanced family processes ...................... 294

### Class 3. Role performance
- Ineffective relationship ........................................ 295
- Risk for ineffective relationship ................................ 296
- Readiness for enhanced relationship ............................ 297
- Parental role conflict ........................................ 298
- Ineffective role performance .................................... 299
- Impaired social interaction ..................................... 301

## Domain 8. Sexuality

### Class 1. Sexual identity
This class does not currently contain any diagnoses. .................... 304

### Class 2. Sexual function
- Sexual dysfunction ........................................... 305
- Ineffective sexuality pattern ................................... 306

### Class 3. Reproduction
- Ineffective childbearing process ................................ 307
- Risk for ineffective childbearing process ....................... 309
- Readiness for enhanced childbearing process .................. 310
- Risk for disturbed maternal-fetal dyad .......................... 311

## Domain 9. Coping/stress tolerance

### Class 1. Post-trauma responses
- Risk for complicated immigration transition ............... 315
- Post-trauma syndrome .......................................... 316
- Risk for post-trauma syndrome ................................ 318
- Rape-trauma syndrome ........................................ 319
- Relocation stress syndrome .................................... 320
- Risk for relocation stress syndrome ........................... 321
Class 2. Coping responses

Class 3. Neurobehavioral stress

Domain 10. Life principles
Decisional conflict ............................................ 367
Impaired emancipated decision-making .................. 368
Risk for impaired emancipated decision-making ........ 369
Readiness for enhanced emancipated decision-making . 370
Moral distress .................................................. 371
Impaired religiosity ............................................ 372
Risk for impaired religiosity ............................... 373
Readiness for enhanced religiosity ........................ 374
Spiritual distress .............................................. 375
Risk for spiritual distress ................................. 377

Domain 11. Safety/protection ............................... 379

Class 1. Infection
  Risk for infection ........................................ 382
  Risk for surgical site infection .......................... 383

Class 2. Physical injury
  Ineffective airway clearance ............................ 384
  Risk for aspiration ...................................... 385
  Risk for bleeding ....................................... 386
  Impaired dentition ...................................... 387
  Risk for dry eye ......................................... 388
  Risk for dry mouth ..................................... 389
  Risk for falls ............................................ 390
  Risk for corneal injury .................................. 392
  Risk for injury .......................................... 393
  Risk for urinary tract injury ............................ 394
  Risk for perioperative positioning injury ............. 395
  Risk for thermal injury .................................. 396
  Impaired oral mucous membrane integrity ............. 397
  Risk for impaired oral mucous membrane integrity . 399
  Risk for peripheral neurovascular dysfunction ....... 400
  Risk for physical trauma ................................ 401
  Risk for vascular trauma ................................ 403
  Risk for pressure ulcer .................................. 404
  Risk for shock ........................................... 405
  Impaired skin integrity ................................... 406
  Risk for impaired skin integrity ....................... 407
  Risk for sudden infant death ......................... 408
  Risk for suffocation .................................... 409
  Delayed surgical recovery ............................. 410
  Risk for delayed surgical recovery .................... 411
  Impaired tissue integrity ............................... 412
  Risk for impaired tissue integrity .................... 413
  Risk for venous thromboembolism ..................... 414
Class 3. Violence
Risk for female genital mutilation ....................................... 415
Risk for other-directed violence ........................................... 416
Risk for self-directed violence ............................................ 417
Self-mutilation .................................................................. 418
Risk for self-mutilation ..................................................... 420
Risk for suicide .................................................................. 422

Class 4. Environmental hazards
Contamination .................................................................... 424
Risk for contamination ........................................................ 426
Risk for occupational injury .............................................. 427
Risk for poisoning ............................................................... 428

Class 5. Defensive processes
Risk for adverse reaction to iodinated contrast media ............. 429
Risk for allergy reaction ..................................................... 430
Latex allergy reaction .......................................................... 431
Risk for latex allergy reaction ............................................. 433

Class 6. Thermoregulation
Hyperthermia ....................................................................... 434
Hypothermia ....................................................................... 435
Risk for hypothermia ............................................................ 437
Risk for perioperative hypothermia ....................................... 438
Ineffective thermoregulation ............................................... 439
Risk for ineffective thermoregulation ................................... 440

Domain 12. Comfort ............................................................. 441

Class 1. Physical comfort
Impaired comfort .................................................................. 442
Readiness for enhanced comfort ........................................... 443
Nausea ................................................................................. 444
Acute pain ............................................................................ 445
Chronic pain ........................................................................ 446
Chronic pain syndrome ....................................................... 448
Labor pain ............................................................................ 449

Class 2. Environmental comfort
Impaired comfort .................................................................. 450
Readiness for enhanced comfort ........................................... 451

Class 3. Social comfort
Impaired comfort .................................................................. 452
Readiness for enhanced comfort ........................................... 453
Risk for loneliness ................................................................. 454
Social isolation ...................................................................... 455

xv
Domain 13. Growth/development ........................................... 457

Class 1. Growth
This class does not currently contain any diagnoses. .................. 458

Class 2. Development
Risk for delayed development ............................................... 459

Index ................................................................................. 460

Concepts ............................................................................ 471
Preface

In the early 1970s, nurses and educators in the United States uncovered the fact that nurses independently diagnosed and treated “something” related to patients and their families, which was different from medical diagnoses. Their great insight opened the new door to the taxonomy of nursing diagnoses, and the establishment of the professional organization that is now known as NANDA International (NANDA-I). As is usual with medical diagnoses for physicians, nurses should have “something” to document a holistic scope of practice to help students acquire our unique body of knowledge, and to enable nurses to collect and analyze data to advance the discipline of nursing. More than 40 years have passed, and the idea of “nursing diagnosis” has inspired and encouraged nurses around the world who seek independent practice based upon professional knowledge.

Initially, nurses living outside North America may have been simply the end users of the NANDA-I taxonomy. Today, development and refinement of the taxonomy is heavily based on a global effort. In fact, we received more submissions of new diagnoses and proposals for revisions from countries outside North America than within it during this publication cycle. Moreover, the organization has become truly international; members from the Americas, Europe, and Asia are actively participating on committees, leading committees as chairs, and managing the organization as directors of the Board. Who could have imagined that a non-native English speaker from a small Asian country would become the president of NANDA-I in 2016?

In this 2018–2020 version, the Eleventh Edition, the taxonomy provides 244 diagnoses, with the addition of 17 new diagnoses. Each nursing diagnosis has been the product of one or more of our many NANDA-I volunteers, and most have a defined evidence base. Each new diagnosis has been debated and refined by our Diagnosis Development Committee (DDC) members, before finally being submitted to NANDA-I members for a vote of approval. Membership approval does not mean the diagnosis is “completed” or “ready to be used” across all countries or practice areas. We all know that practice and regulation of nursing varies from country to country. It is our hope that publication of these new diagnoses will facilitate further validation studies in different parts of the world, to achieve a higher level of evidence.

We always welcome submissions for new nursing diagnoses. At the same time, we have a serious need for revision of existing diagnoses to reflect the most recent evidence. While preparing for this edition, we took a bold step
highlighting the underlying problems with many of the current diagnoses. Please note that more than 70 diagnoses have no level of evidence (LOE); that means there has been no major update on these diagnoses since at least 2002, when the LOE criteria were introduced. In addition, to treat the problems described in each nursing diagnosis effectively, related or risk factors are required. However, after sorting some of these factors into “At-Risk Populations” and “Associated Conditions” (things that are not independently treatable by nurses), there are several diagnoses that now have no related or risk factors.

NANDA-I is translated into nearly 20 distinct languages. Translating abstract English terms into other languages can often be frustrating. When I faced difficulties translating from English to Japanese, I remembered the story from the eighteenth-century about scholars who translated a Dutch anatomy textbook into Japanese without any dictionary. They say the scholars sometimes spent one month to translate just one page! Today, we have dictionaries and even automatic translation systems, but translation of diagnostic labels, definitions, and diagnostic indicators is still not an easy task. Conceptual translation, rather than word-for-word translation, requires that the translators clearly understand the intent of the concept. When the terms in English are abstract or very loosely defined, this increases the difficulty in assuring a correct translation of the concepts. Over the years, I have learned that sometimes a very minor modification of the original English term can alleviate a burden on translators. Your comments and feedback will help make our terminology, not only more translatable, but it will also increase the clarity of English expressions.

Beginning with this edition, we have three primary publishing partners. We have directly partnered with GrupoA for our Portuguese translation, and Igaku-Shoin for much of our Asian market. The remainder of the world, including the original English version, will be spearheaded by a team from Thieme Medical Publishers, Inc. We are very excited about these partnerships and the possibilities that these fine organizations bring to our association and the availability of our terminology around the globe.

I want to commend the work of all NANDA-I volunteers, committee members, chairpersons, and members of the Board of Directors for their time, commitment, devotion, and ongoing support. I want to thank our staff, led by our Chief Executive, Dr. T. Heather Herdman, for its efforts and support.

My special thanks to the members of the DDC for their outstanding and timely efforts to review and edit the terminology represented within this book, and especially for the leadership of the DDC Chair, Professor Dickon Weir-
Hughes, since 2014. This remarkable committee, with representation from North and South America and Europe, is the true “powerhouse” of the NANDA-I knowledge content. I am deeply impressed and pleased by the astonishing, comprehensive work of these volunteers over the years.

Shigemi Kamitsuru, PhD, RN, FNI
President, NANDA International, Inc.
Acknowledgments

It goes without saying that the dedication of several individuals to the work of NANDA International, Inc. (NANDA-I) is evident in their donation of time and work to the improvement of the NANDA-I terminology and taxonomy. Without question, this terminology reflects the dedication of individuals who research and develop or refine diagnoses, and the volunteers that make up the Diagnosis Development Committee, as well as its Chair, Prof. Dickon Weir-Hughes. This text represents the culmination of tireless volunteer work by a very dedicated, extremely talented group of individuals who have developed, revised, and studied nursing diagnoses for more than 40 years.

We would like to offer a particularly significant note of appreciation to Dr. Camila Takao Lopes of the College of Nursing of the Universidade Federal de São Paulo in Brazil, who worked to organize, update, and maintain the NANDA-I terminology database, and supported the work on standardization of the terminology.

Additionally, we would like to take the opportunity to acknowledge and personally thank Susan Gallagher-Lepak, PhD, RN, Dean of the College of Health, Education & Social Welfare, at the University of Wisconsin–Green Bay, for her contribution to this particular edition of the NANDA-I text, as the author of the revised Nursing Diagnosis Basics chapter.

Please contact us at execdir@nanda.org if you have questions on any of the content, or if you find errors, so that these may be corrected for future publication and translation.

T. Heather Herdman, PhD, RN, FNI
Shigemi Kamitsuru, PhD, RN, FNI
NANDA International, Inc.