

## Nursing Education Research Conference 2018 (NERC18)

### Integration and Leveling of Nutritional Principles in Traditional ASN Nursing Curricula

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Nutrition is an integral part of health promotion, disease prevention and treatment across the lifespan (Buxton & Davies, 2013). Research indicates that nutritional education is lacking in pre-licensure nursing programs (Stotts, Englert, Crocker, Bennum, and Hoppe, 1987). Most pre-licensure programs require a prerequisite nutrition class, which provides only basic information with little clinical integration (Buxton & Davies, 2013).

Fragmented nursing concepts such as nutrition influence the learner's ability to formulate linkages between theory and clinical practice (McGrath, 2015). Fragmentation occurs in traditional nursing curricula where content overlaps but fails to demonstrate appropriate leveling (McGrath, 2015). Research indicates that this problem persists into clinical practice, where most nurses were found to be deficient in basic nutritional knowledge (Buxton & Davies, 2013).

Fragmentation is avoided when content is integrated into the nursing curricula, as in competency based nursing education. However, many nursing schools continue to embrace a traditional curriculum. Nutritional content may be integrated into this type of curriculum as well. The following represents a sample of nutritional content with appropriate leveling in an ASN curriculum:

Core Nursing Course	Bloom's Taxonomy	Student learning Outcome (Didactic/Clinical)	Teaching Strategy
Fundamentals	Remember  Comprehend	1. Examines personal dietary intake and nutrient content  2. Identify components required to meet optimal nutritional standards  3. Identify appropriate nutritional support for optimal patient outcomes	1. Dietary Recall and self-reflection  2. Develops appropriate meal plan based on dietary recall and self-evaluation.  3. Skills demonstration of nutritional support modalities; determine safe and effective feeding of diverse patients
Adult Health I	Application	1. Assesses influence of disease on nutrient absorption  2. Identifies diagnostic tests which identify nutrient deficiencies	1. Disease specific concept maps  2. Examine patient laboratory data for discrepancies.

			3. Formulate an appropriate teaching plan
Adult Health II	Analysis	1. Analyze patient data and develop nutritional plan based on disease processes 2. Interdisciplinary collaboration to ensure optimal patient outcomes 3. Demonstrates evidence based principles in nutritional education	1. Comprehensive nutritional assessment 2. Ensure appropriate patient consults 3. Providing patient specific nutritional teaching

Appropriate nutrition is one of the most important long-term determinants of health. Nutrition is an integral component of all nursing programs. Leveling content is important to ensure progression of knowledge, which ultimately influences safe and effective care in nursing practice.

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**Title:**

Integration and Leveling of Nutritional Principles in Traditional ASN Nursing Curricula

**Keywords:**

Leveling, Nursing Curricula and Nutrition

**References:**

Buxton, C., & Davies, A. (2013). *Nutritional knowledge levels of nursing students in a tertiary institution: Lessons for curriculum planning*. *Nurse Education in Practice*, 13, 355-360.

McGrath, B. (2015). *The development of a concept-based learning approach as part of an integrative nursing curriculum*. *Nursing and Health Journal*, 22, 11-17.

Stotts N., Englert D, Crocker K., Bennum N., Hoppe M. (1987). *Nutrition education in schools of nursing in the United States, part II: the status of nutrition education in schools of nursing*. *Journal of Parenteral and Enteral Nutrition*. 11, 406–411.

**Abstract Summary:**

Appropriate nutritional content is a vital component in all nursing programs. This content may be integrated into traditional ASN curricula. Additionally, leveling of nutritional content is important to ensure progression of knowledge. Leveling fosters clinical reasoning, which ultimately influences safe and effective care in nursing practice.

**Content Outline:**

I. Introduction

Nutrition is an integral part of health promotion, disease prevention and treatment across the lifespan (Buxton & Davies, 2013). Research indicates that nutritional education is lacking in pre-licensure nursing programs (Stotts, Englert, Crocker, Bennum, and Hoppe, 1987). Most pre-licensure programs require a

prerequisite nutrition class, which provides only basic information with little clinical integration (Buxton & Davies, 2013).

## II. Body

Fragmented nursing concepts such as nutrition influence the learner's ability to formulate linkages between theory and clinical practice (McGrath, 2015). Fragmentation occurs in traditional nursing curricula where content overlaps but fails to demonstrate appropriate leveling (McGrath, 2015). Research indicates that this problem persists into clinical practice, where most nurses were found to be deficient in basic nutritional knowledge (Buxton & Davies, 2013).

Fragmentation is avoided when content is integrated into the nursing curricula, as in competency based nursing education. However, many nursing schools continue to embrace a traditional curriculum. Nutritional content may be integrated into this type of curriculum as well.

## III. Conclusion

Appropriate nutrition is one of the most important long-term determinants of health. Nutrition is an integral component of all nursing programs. Leveling content is important to ensure progression of knowledge, which ultimately influences safe and effective care in nursing practice.

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**Professional Experience:** (2017) Lead Instructor Online Nutrition Course Fundamentals Instructor (didactic/clinical) Nurse Residency coordinator in teaching hospital Critical care nurse in local teaching hospital (2016) Developer and instructor in online pre-licensure nursing nutrition course.

**Author Summary:** Candace is a military spouse who has spent time working with Veterans while in Okinawa, Japan. She is passionate about the importance of nutritional concepts in pre-licensure education. (2015) MSN Liberty University (2007) BSN-Arkansas Tech University

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**Professional Experience:** 2014- Present Troy University-Montgomery, Assistant Professor ASN program Lead Instructor/Course Developer-Psychosocial Concepts/Practicum Lead Instructor/Course Developer: Nutritional Concepts in Nursing MSN Program Adjunct-Scholarly Inquiry Additional responsibilities: Mentor for new faculty members Faculty liaison for Kaplan© Nursing Integration and Training Principal developer-comprehensive remediation program Individual tutoring (per course and NCLEX preparation) 2007-2014 Northwest Mississippi Community College, Instructor Student Success Specialist/Psychosocial Concepts/Adult Health Nursing 2002-2006 University of Mississippi Medical Center, Site Coordinator/Instructor RN-BSN/RN-MSN Desoto Campus, Online and Distance Education

**Author Summary:** Dr. Robyn Caldwell has been a nurse for over 27 years. She is an Assistant Professor at Troy University Montgomery in the ASN program where she teaches psychiatric mental health nursing. Dr. Caldwell earned her Bachelor's and Master's at the University of Tennessee, and a Post-Master's certificate as a Family Nurse Practitioner at Delta State University. In 2013, she was awarded a Doctor of Nursing Practice in Nursing Administration, with an emphasis in Nursing education.