

7th Annual Congress on

Primary Healthcare, Nursing and Neonatal Screening

&

2nd International Conference on

Women's Health, Obstetrics and Female Reproductive System

July 27-28, 2018 | Vancouver, Canada

Innovative method to improve nursing student nutrition knowledge

Dale M Hilty

Mount Carmel College of Nursing, USA

Unique Innovation: The goal of this project was to improve student knowledge regarding how different diet choices hinder an individual's ability to meet the Dietary Guidelines for Americans. A 30-minute presentation included a nutrient analysis per meal for four diets: Omni Heart, Fancy Fast Foods (Panera), Fast Foods (McDonald's), and Snack Diets (Vending Machine). Undergraduate nursing students observed how choosing two Omni Heart meals per day plus one meal from any of the other three diets resulted in positive energy balance and the potential for significant weight gain.

Method: Independent variable: 30-minute presentation. The dependent variables were student completion of (1) cognitive nutrition pre/post-test questions (2pre/post-test Nutrition Assessment Questionnaire (NAQ). Fiber, added sugars, fats, protein, and sodium subscale scores are available for the NAQ. Subjects: Undergraduate students (66, 3rd year; 64, 1st year students).

Hypothesis: The 30-minute presentation will cause a statistically significant improvement on the pre- and post-test cognitive questions and the overall NAQ score as well as on the fiber, added sugars, fats, protein, and sodium subscales.

Favorable Outcomes: Statistically significant differences ($p < 0.003$, dependent t-test) were found on each of the dependent variable measures (cognitive knowledge questions, overall NAQ total score, NAQ subscales: fiber, added sugars, fats, protein, and sodium).

Application Relevance: In this educational intervention, student nutrition knowledge increased significantly from the pre to the post-test measures based on the independent variable (30-minute classroom presentation). These findings could facilitate health promotion efforts by increasing nursing student self-knowledge and their ability to educate patients.

Biography

Dale M Hilty, Associate Professor, received his PhD in counseling psychology from Department of Psychology at the Ohio State University. He has published studies in the areas of psychology, sociology, and religion. Between April 2017 and April 2018, his ten research teams published 55 posters at local, state, regional, national, and international nursing conferences. His colleague sharing the author line of this poster is Aimee Shea, MPH, RDN, CSO, LD.

dhilty@mccn.edu

Notes: