

The attitude of lecturers who are teaching at the Bachelor's program in Nursing towards (mal)nutrition education: A qualitative study



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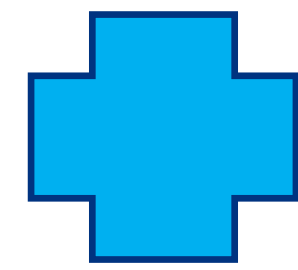
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Take-home message

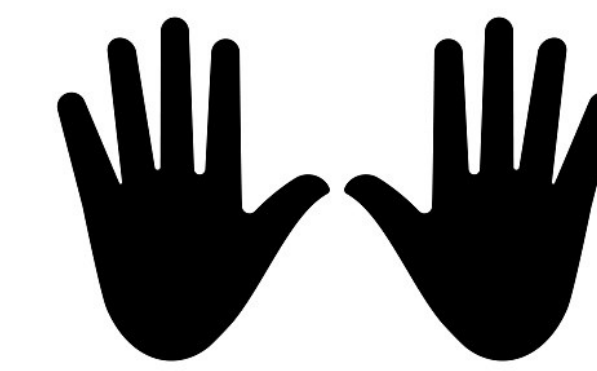
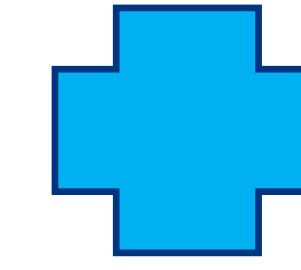
As nutritional care is part of essential nursing care, Bachelor of Nursing students should receive quality (mal) nutrition education taught by lecturers who have sufficient knowledge and a positive attitude, and demonstrate subsequent behaviour.



HEAD =
Knowledge



HEART =
Attitude



HANDS =
Behaviour

Background

Nurses are expected to carry out different activities within nutritional care in their routine practice.^{1,2} However, students who undergo a Bachelor's program in Nursing hardly receive (mal)nutrition education.^{3,4} Within the Bachelor's program, there is potential to embed more (mal)nutrition education. A precondition is that this education is taught by lecturers who have a positive attitude towards (mal)nutrition education. However, it is unknown what this attitude is.

Aim

Gain insight in the attitude of lecturers who are teaching at the Bachelor's program in Nursing regarding (mal)nutrition education.

Methods

- Design: Qualitative.
- Population: Nine lecturers who are teaching at the Bachelor's program in Nursing from four different Dutch educational institutes.
- Data collection: One-time, in-depth, semi-structured interviews. The interviews were transcribed verbatim and thematically analysed.⁵

Results

Two main themes emerged from the data: 1) 'malnutrition is important' (three sub-themes: 'personal experiences', 'nursing experiences' and 'theoretical knowledge') and 2) 'not acting consequently' (four sub-themes: 'unclear responsibilities', 'insecurity regarding own abilities', 'depending on experts' and 'problems with prioritising').



Nutritional care belongs to everyone...

... so, in the end, it belongs to no one.

Conclusions and future perspectives

- There is a discrepancy between the attitude and behaviour of lecturers. They find (mal)nutrition important but cannot act accordingly. This contradiction implies challenges in embedding (mal)nutrition education within the Bachelor's program in Nursing.
- Lecturers should be supported to improve their knowledge and impact their attitude and behaviour.⁶ In this way, they may be well equipped to teach (mal)nutrition education. Therefore, they can follow, for example, Train the Trainer courses.³
- Concurrently, more (mal)nutrition education in the curriculum is advised. To overcome time and space limitations in the curriculum, an efficient integration is a must: (mal)nutrition education should be incorporated as building blocks and an inter- or transdisciplinary approach is needed.

References

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