

Building Interdisciplinary Collaboration Competency Through Engaging Nursing and Nutrition Students in Interprofessional Education Project

VIKTORIYA PLESHKAN¹, MARIE GILL², MARIE VAN DER MERWE³

- (1) Loewenberg College of Nursing, University of Memphis, Memphis, TN
- (2) College of Nursing, The University of Tennessee Health Science Center, Memphis, TN
- (3) College of Health Sciences, University of Memphis, Memphis, TN

BACKGROUND/INTRODUCTION

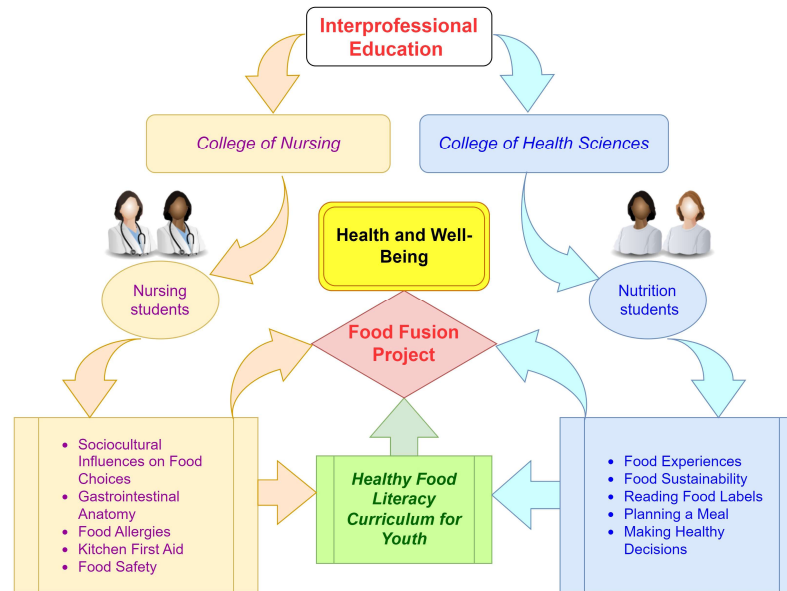
Nutrition-related lifestyle modification (LSM) is a critical component of the prevention and treatment of lifestyle-driven chronic illnesses; however, nutrition-related patient education use is limited in clinical practice. Nurses are in an ideal position to initiate patient lifestyle-related education. LSM education is most effective when using an interdisciplinary team approach; however, the opportunities for interprofessional education (IPE) are limited. Engaging nursing students in the IPE project can enhance their understanding of diverse professional roles and teamwork approaches to implementing nutrition-related LSM education.

PURPOSE

The purpose of this project was to provide IPE opportunities for nursing and nutrition students by developing and implementing an after-school nutrition education program for middle school youth.

PROCESS/PROCEDURE

- ❑ The collaborative effort between the colleges of health sciences and nursing at a large urban university resulted in a project called Food Fusion which was developed and implemented to deliver nutrition-related education at a teaching kitchen to youth.
- ❑ The curriculum was developed and implemented by faculty and students from nutrition science and graduate nursing.
- ❑ Nursing students actively contributed to health-related topics of sociocultural factors influences on food choices, gastrointestinal anatomy, food allergies, kitchen first aid, and food safety.



RESULTS

- ❑ Through the project interaction, both departments had an opportunity to gain insight into each other's roles and disciplines.
- ❑ Nursing students were able to work in a team with nutrition students to effectively deliver nutrition-related LSM to the youth.

LIMITATIONS

Scheduling synchronous activities to collaborate was difficult between departments. The use of a centralized learning management system to access program resources is recommended.

CONCLUSIONS/IMPLICATIONS FOR PRACTICE

Providing nursing students with IPE opportunities is necessary for their attainment of interdisciplinary practice competency and to provide effective LSM education. Future research should focus on examining the impact of IPE between nursing and nutrition students on the attainment of IPE competencies.

REFERENCES

- American College of Lifestyle Medicine (September 19, 2023). Lifestylemedicine.org. Accessed at <https://lifestylemedicine.org/about-us/>
- American Association of Colleges of Nursing. (2021). The essentials: Core competencies for professional nursing education. Washington, DC.
- Kelly, J., Karlens, M. C., & Lianov, L. (2020). Establishing competencies for physicians who specialize in the practice of lifestyle medicine. American Journal of Lifestyle Medicine, 14(2), 150-154. <https://journals.sagepub.com/doi/epub/10.1177/1559827619856542>
- Mokdad, A. H., Ballestros, K., Echko, M., Glenn, S., Olsen, H. E., Mullany, E., ... & US Burden of Disease Collaborators. (2018). The state of US health, 1990-2016: burden of diseases, injuries, and risk factors among US states. *Jama*, 319(14), 1444-1472. <https://jamanetwork.com/journals/jama/fullarticle/2678018>
- Trilk, J., Nelson, L., Briggs, A., & Muscato, D. (2019). Including lifestyle medicine in medical education: rationale for American College of Preventive Medicine/American Medical Association resolution 959. *American Journal of Preventive Medicine*, 56(5), e169-e175. <https://doi.org/10.1016/j.amepre.2018.10.034>
- Ziegler, A. M., Kasprzak, C. M., Mansouri, T. H., Gregory, A. M., Barich, R. A., Hatzinger, L. A., ... & Temple, J. L. (2021). An ecological perspective of food choice and eating autonomy among adolescents. *Frontiers in psychology*, 1098

ACKNOWLEDGEMENT

This project was supported by the University of Memphis Project Fund

CONTACT INFORMATION

Viktoriya Pleshkan vyplshkn@memphis.edu