

HEALTHY EATING - HEALTHY NURSES:
CAPACITY BUILDING IN NURSING
EDUCATION FOR NURSING
MANAGEMENT
— AN EXAMPLE OF HEALTH PROMOTION
OF NUTRITION

B.SC. NURSING (RN) DOMINIK J. N. ADVANI
DOMINIK.ADVANI@HESSIP.DE



STRUCTURE



1. Hypothesis

2. Problem overview

2.1 Nursing students in Germany and their lifestyle habits

2.2 Background analysis: example of a nursing school

2.3 Intervention goals of the nursing school

2.4 Intervention goals of management

3. Intervention steps

4. Evaluation

5. Permanent Establishment

Bibliography

1. HYPOTHESIS

If nurses have a good knowledge of healthy nutrition...

- ...they can educate their patients about it.
- ...their better lifestyle leads to fewer days of absence because of sick leave.
- ... and have change one health habit, they are more willing to chance others as well.



2. PROBLEM OVERVIEW



An increasing number of people in need of care and the associated rising demand for nursing staff as well as precarious working conditions in the nursing sector require a rethinking process concerning promoting employees' health and adequate working conditions. (1)



Healthy eating habits should be promoted early on at the start of a nurses' career, in order to consolidate healthy behaviour and encourage them to stay in their chosen field of work. (2)

2.1 NURSING STUDENTS IN GERMANY AND THEIR LIFESTYLE HABITS



1. EXCESSIVE CONSUMPTION OF FATTY AND SUGARY FOODS IN STRESSFUL SITUATIONS



2. IRREGULAR BREAKS AT WORK AT THEIR CLINICAL PLACEMENT



3. 55% OF STUDENTS DO SPORT IRREGULARLY

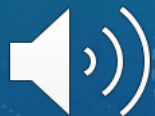


4. 20% OF STUDENTS ARE STRESSED WHILE EATING AT THEIR CLINICAL PLACEMENT



5. 37,7% ARE OVERWEIGHT WITH A BMI HIGHER THAN 24,9 KG/M², 15% ARE OBESE (3)

2.1 NURSING
STUDENTS IN
GERMANY AND
THEIR LIFESTYLE
HABITS



**SPORTS AND HEALTHY
EATING NEEDS TO BE
IMPLEMENTED IN
NURSING EDUCATION,
IN BOTH PRACTICAL
AND THEORETICAL
CLASSES. (3)**



2.2 BACKGROUND ANALYSIS USING THE EXAMPLE OF A NURSING SCHOOL



Occupational risk factors of nursing students:



Shift work decreases opportunities of social participation



Mental, emotional and physical stress



Lack of exercise



Irregular disturbed breaks at their clinical placement



Low income

2.2 BACKGROUND ANALYSIS USING THE EXAMPLE OF A NURSING SCHOOL



Individual protective factors of nursing students:



Physical fitness due to mostly young age



Health literacy



Communication and exchange among friends and acquaintances



Mental stability



Understanding of nutritional behaviour

2.2

BACKGROUND ANALYSIS USING THE EXAMPLE OF A NURSING SCHOOL



Institutional framework:



Rarely implemented corporate health management



Nursing schools hardly have any measures to improve nutritional behaviour



Differences in eating behaviours in nursing schools and in clinical placement facilities

2.3

INTERVENTION GOALS OF THE NURSING SCHOOL



Main goal:

At the end of the project week, all nursing students in their first year of training show improved health competence, have relevant knowledge and have already changed their behaviour towards a conscious and healthy diet and apply it in their everyday life.

2.3

INTERVENTION GOALS OF THE NURSING SCHOOL



SUB GOALS:



Permanent establishment of a project week in future years



Implementation at the clinical placement facilities



Integration of acquired knowledge into other projects anchored in the nursing school

2.4

INTERVENTION GOALS OF MANAGEMENT



MAIN GOAL:



At the end of the project week, all nursing students in their first year of training show improved health competence, have relevant knowledge and have already changed their behaviour towards a conscious and healthy diet and apply it in everyday life.

2.4

INTERVENTION GOALS OF MANAGEMENT



SUBGOALS:

Nursing students can apply learned knowledge about healthy eating behaviour in their nursing practice.

Nursing students become multipliers of healthy eating behaviour.

3. INTERVENTION STEPS



Preliminary arrangements of the project:



Preparation and planning of a week of project work with teachers and clinical placement mentors



Distribution of teaching contents among the teachers



Preparation of educational classes

3. INTERVENTION STEPS



Organisational level – Change of structure:

Installation of a water dispenser at the nursing school

Fruit free of charge for nursing students in the kitchen at the nursing school

Nursing students are allowed to consume healthy snacks during class

3. INTERVENTION STEPS



Behavioural level – one week of project work:

Healthy nutrition day: survey of knowledge about the DGE-rules, food pyramid

Health reflection day: reflection about mental and physical health

Nurse profession day: reflection about occupational health and problem description

Healthy nurse nutrition day: development of measures by authors how nurses can experience a healthy daily eating routine while at work

Smart nutrition nurse day: summary of the project week's work, implementing a low threshold to get water and fruit at school

4. EVALUATION



... FROM NURSING SCHOOL:

Process evaluation by project coordinator

Result evaluation using a one-point-query and a bullseye

Result evaluation of the overall concept: quarterly survey of participants, quality criteria of BZgA

... FROM NURSING MANAGEMENT:

Participants of the project have fewer days of absence due to sick leave.

Nurses are more satisfied with their employer and stay at the company.

5. PERMANENT ESTABLISHMENT



- Hospitals offer a permanent establishment of the project as a corporate health management measure to promote knowledge about healthy eating habits in senior nurses as well.

BIBLIOGRAPHY

- (1) Joost, A. (2007): Berufsverbleib und Fluktuation von Altenpflegerinnen und Altenpflegern. Literaturlauswertung, angefertigt im Rahmen einer Machbarkeitsstudie zum Berufsverbleib von Altenpflegerinnen und Altenpfleger, die 2007 im Auftrag des Bundesministeriums für Familie, Senioren, Frauen und Jugend erstellt wurde. Frankfurt.
- (2) Hurrelmann, K.; Klocke, A.; Melzer, W.; Ravens-Sieberer, U. (2003): WHO Jugendgesundheitsurvey – Konzept und ausgewählte Ergebnisse für die Bundesrepublik Deutschland. Erziehungswissenschaft. 2003;27:79–108.
- (3) Wiens, D.; Coers, S. (2013): Gewichtsveränderung in der Berufsausbildung. Wo besteht Handlungsbedarf? In: PADUA 8 (3), S. 159 – 162.