

A study on 'nutrition' classes for nursing students in Cambodia

Soo-ok You 1) , Min-yeol Lee 2)

1) Professor, College of Nursing and Midwifery, Life University, in Cambodia, 2) Student, College of Nursing, New York University

Background

Whether service or employment, recently, developing countries' entry into nursing education has been actively conducted in Korea. In education, the form or methods of instruction should be implemented in consideration of the characteristics or environment of the student. There are characteristics, levels, and regional limitations of students in the target country, therefore appropriate classes should be conducted accordingly.

Purpose

Education for nursing development in developing countries has many regional and environmental limitations in the form and method of classes conducted in Korea. To this end, it is intended to help educate other developing countries through recent volunteer work or employment by presenting the field of "health and nutrition" classes at the Nursing and Midwifery University conducted by Cambodia Life University.

Method

Method: The second semester of the first year of 14 nursing students will be conducted three times a week for three hours for four weeks from January 31st to February 17th, 2023. Lecture plans, class contents, class methods, student presentation reports and nutrition journals, student presentations, test contents, and grades for the two-credit 'Health and Nutrition' class were analyzed.

Results

1. Class operation-In English, two resource assistants (English communication, representative) are provided for smooth communication, textbooks are provided as a pdf file, and lecture plans (Table 1) are conducted.
2. Student Presentation Report (Photo 1)- Groups were divided into 3 to investigate the health problems of pregnant women, infants, and adolescents in Cambodia in relation to nutrition
3. Nutrition Diary (Picture 1) - After the Basic Nutrition Theory lecture, students were told to write down the type, calories, and weight of nutrients and draw the total calories and percentage.
4. Student presentation - Consisting 3 to 4 people per group autonomously. Take 4 questions about the subject of interest one by one and answer questions from other groups.

5. Midterm and final exams – (1)The Power Point Slide that was taught with 18 questions, (2)the contents presented by presentation, and (3)participations on the discussions of groups were given as multiple choices answer questions and written questions.

6. Grades (Table 2) - It consists of 95 to 74 points with 4 A, 6 B, and 4 C out of 14 students.

Discussion

1. The class was carried out every four weeks due to insufficient professors, and the contents of the lecture focused on basic nutrients for 15 hours, and the contents prepared for each life cycle related to Cambodian health problems and nutrition were adjusted. By comparing the knowledge to recognize the nutritional status of students, families, and communities with other countries, providing Cambodia's latest data or internet sites to recognize the standard standards of nutritional status. Most of the student did not read the given textbook, therefore submitting summaries or presentations were suggested.

2. The students' presentations and reports were the source to recognize nutritional problems related to health problems in their country by selecting objects of interest. However, there were students who could not read English, therefore it is a question whether they investigated justly. When the condition of giving additional points to the participants in the discussion was presented, the whole actively participated in questions and answers after the presentation.

3. Most of the students were asked to recognize their nutritional status through nutritional journal records, however, it was skeptical to evaluate in most cases whether they really consumed it, so if they were presented in pictures before meals, they could accurately know the type, weight, calories, and menu of nutrients, but most of them did not have cell phones.

4. The test was found to have distinctively in understanding due to the understanding differences between students in the 5-multiple-choice type questions of the midterm exam.

Syllabus (table1) & Student grade(table2)

Week	Class contents by week	Textbook	Method
1	1. Why is nutrition important? 2. Why is nutrition important?	Health and Nutrition: Theory and Practice, 10th Edition, Elsevier, 2018	Lecture, Discussion, Group Work
2	1. What are the health problems of Cambodian subjects? 2. What are the health problems related to nutrition in each period and how to solve them?	Health and Nutrition: Theory and Practice, 10th Edition, Elsevier, 2018	Lecture, Discussion, Group Work
3	1. What are the health problems of Cambodian subjects? 2. What are the health problems related to nutrition in each period and how to solve them?	Health and Nutrition: Theory and Practice, 10th Edition, Elsevier, 2018	Lecture, Discussion, Group Work
4	1. What are the health problems of Cambodian subjects? 2. What are the health problems related to nutrition in each period and how to solve them?	Health and Nutrition: Theory and Practice, 10th Edition, Elsevier, 2018	Lecture, Discussion, Group Work
5	1. What are the health problems of Cambodian subjects? 2. What are the health problems related to nutrition in each period and how to solve them?	Health and Nutrition: Theory and Practice, 10th Edition, Elsevier, 2018	Lecture, Discussion, Group Work

Student	Final Score	Grade
1	95	A
2	85	B
3	75	C
4	90	B
5	80	B
6	70	C
7	85	B
8	75	C
9	80	B
10	70	C
11	85	B
12	75	C
13	80	B
14	70	C

Pre. report(photo1) & Nutrition diary (picture1)



Conclusion

The content of the class should be presented and applied according to the current status of developing countries, and it was an opportunity for students to recognize the nutritional status of their families and communities and to realize the need for nutritional education.

Key words : Nutrition, class