

Fuelled by Teamwork: Enhancing Pre Registration Nurse Training Through Interprofessional Nutrition Education

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Introduction

Interprofessional education (IPE) is recognised as an effective approach to strengthening collaborative practice and improving care quality (Zenani et al., 2023; Müller Schoof et al., 2024; Owens, 2025).

IPE occurs when learners from two or more professions learn with, from and about each other to improve collaboration and the quality of care for patients (Barr, 2002).

In acute care, effective teamwork is essential for delivering timely and coordinated nutrition that supports positive, person centred outcomes (Yinusa et al., 2021). Preparing preregistration students to understand nutrition as a foundation of care can enhance practice readiness and promote competent, confident practitioners.

Aim



To empower second-year nursing students to confidently deliver person-centred food, fluid, and nutritional care through hands-on skills development, applied resources, communication and interprofessional engagement.

Methods

Two multi professional sessions were delivered to second year undergraduate nurses from the University of Glasgow between October 2025 and January 2026.

Pre and post session feedback was collected using MS Forms and Mentimeter to assess confidence and intended practice improvements.



Figure 1 Diagram outlining sessions delivered



Figure 2



Figure 3



Figure 4

Figures 2-4 Photos of interactive facilitated discussions in action

References

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Results

Student feedback

- ✓ **Clinical skills simulation feedback** (80% response rate; 32/40): mean confidence increased from 3.36/5 to 4.28/5 post session. All respondents reported the stations supported their learning. Intended practice improvements included ensuring appropriate assistance was provided, promoting menu options, and increased use of guidelines and screening tools. Overwhelmingly learners requested more time at each station.

	Themes
1	Interactivity and engagement
2	Practical skills and demonstrations
3	Improved understanding and knowledge gain
4	Realistic experience and empathy development
5	Organisation and structure

Table 1
What learners liked about clinical skills simulation session themes

Facilitated discussion (87.5% response rate; 35/40): pre session confidence was rated mainly as 'slightly confident' or 'confident'

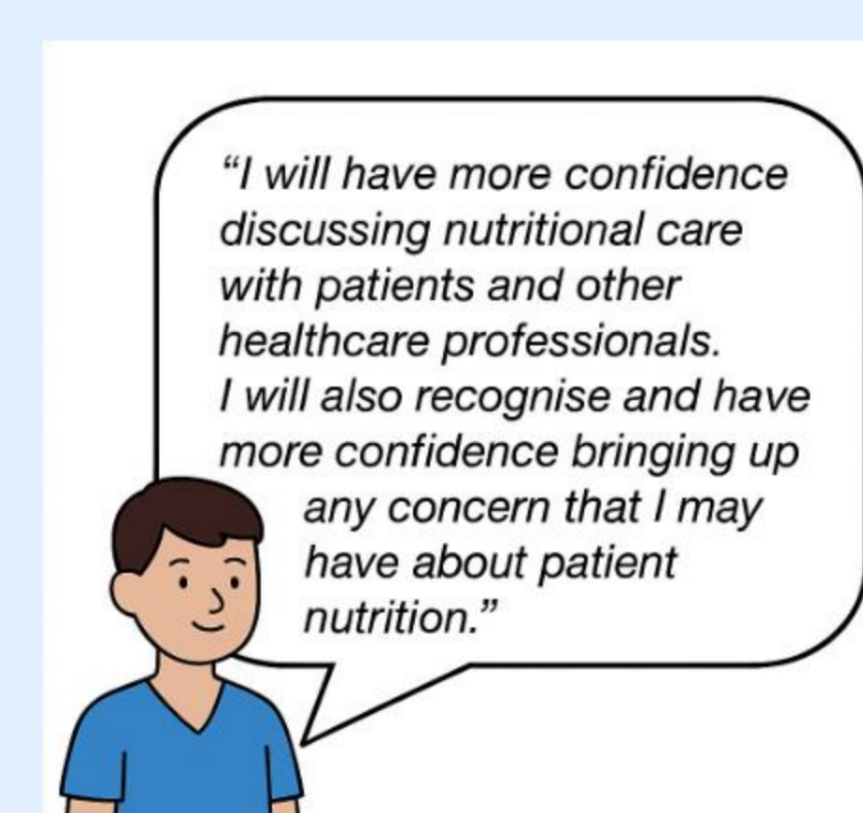
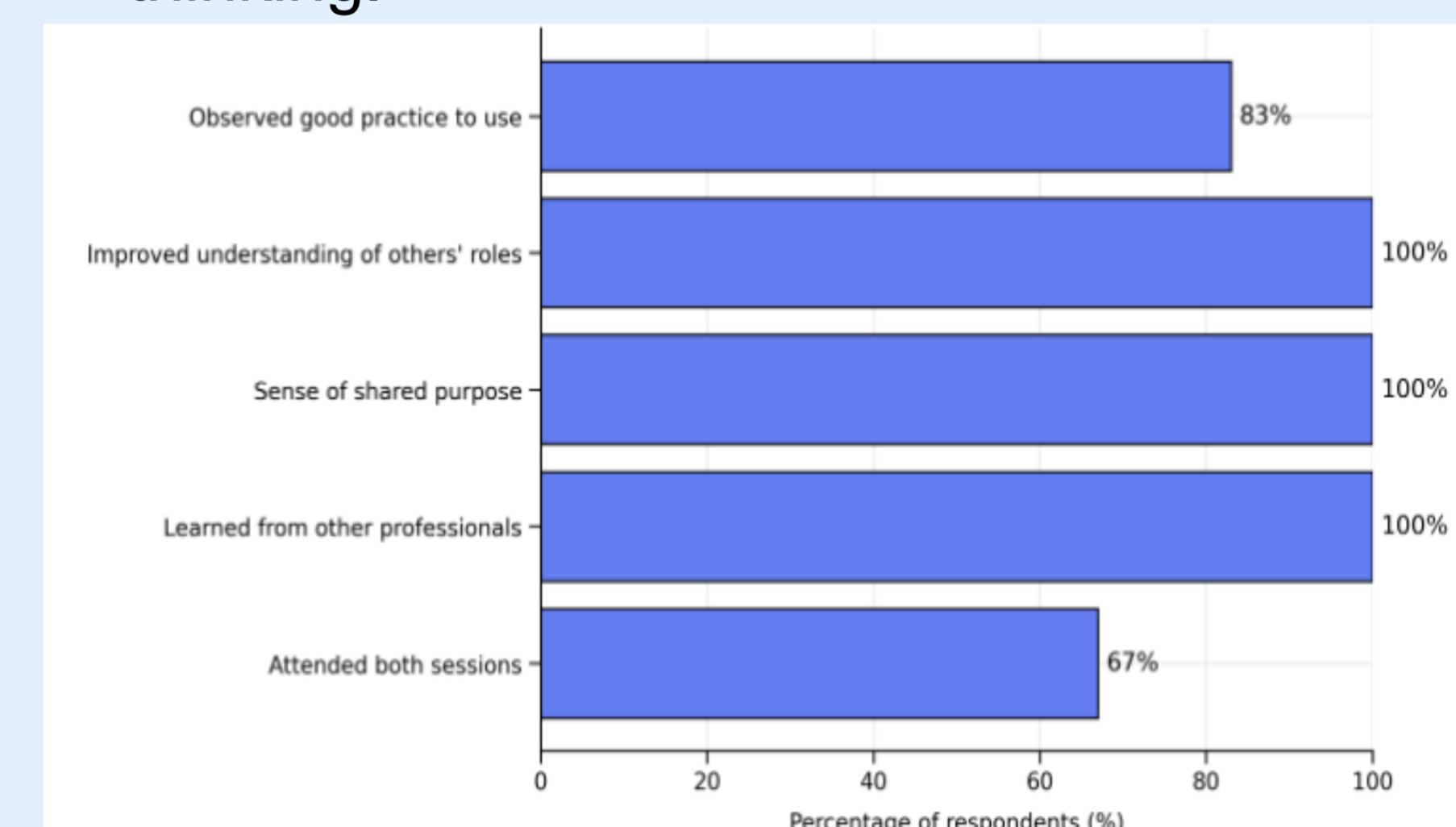


Figure 4 Learner feedback

with post session responses shifting predominantly to 'confident'. The overall session rating was 4.2/5. Intended practice improvements included more accurate nutritional screening, better awareness of multiple professions involved in nutritional care, greater use of appropriate tools, and enhanced critical thinking.

Practitioner feedback

Practitioners present at each session were not the same– joint feedback was obtained using MS Forms (67% response rate; 6/9).



Graph 1 Practitioner feedback

Conclusion

- IPE led by multiple professionals can enhance clinical confidence, use of appropriate tools and critical thinking in the delivery of nutritional care.
- It can potentially support earlier identification and escalation of nutritional risk.
- It can contribute towards building a competent, capable workforce equipped to deliver safe, person centred care.
- Both learners and professionals can benefit from this approach.

Acknowledgements

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