

State-Approved Curriculum NURSE AIDE I TRAINING PROGRAM

July 2013 Module J



North Carolina Department of Health and Human Services
Division of Health Service Regulation
Health Care Personnel Registry Section
Center for Aide Regulation and Education
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Module J – Nutrition Teaching Guide

Objectives

- Describe nutrition and hydration requirements for the older adult.
- Identify basic nutrients.
- Explain how to read and use the information from a Nutrition Facts label.
- Explain the use of the U.S. Department of Agriculture's (USDA's) MyPlate.
- Identify special diets ordered for the older adult based on particular illnesses or conditions.
- Calculate dietary intake, fluid intake, and output.
- Discuss nurse aide responsibilities related to dysphagia and prevention of aspiration, hydration and prevention of dehydration.
- Explain the nurse aide's role in enteral and parenteral nutrition.

Handouts – Duplicate one copy each per student.

- **#1J What's On Your Plate?**
- **#2J Special Diets**
- **#3J Flow Sheet for Documenting Intake and Output**
- **#4J Intake Conversion Chart for Serving Containers**

Instructional Resources/Guest Speakers

- A flow sheet for documenting intake and output from a local health care facility (Handout #3J)
- A dietary conversion chart for serving containers (i.e. tells how many mL in a coffee cup or soup bowl, etc.), from a local health care facility (Handout #4J)
- Procedure on how to determine and document diet consumption at meals, from a local health care facility – incorporate into this module at appropriate place (Teaching Tip #9J)

Supplies

- Scotch/cellophane tape or glue sticks per each group of students
- Scissors, magazines, several markers per each group of students, 1 sheet of construction paper or half-sheets of poster paper per each group of students (Activity #4J)
- Intake display (a medicine dropper – that shows 1 mL on it), plastic medicine cup – that shows 30 mL on it, an 8-ounce Styrofoam/paper cup, and 16-ounce Styrofoam/paper cup) (Teaching Tip #8J)
- Output display (graduates with varying amounts of urine – water colored with yellow food coloring, index cards) (Teaching Tip #10J)

Advance Preparation – In General

- Review curriculum and presentation materials
- Add examples or comments to Notes Section
- Set up computer/projector
- Establish internet connection
- Preview the following videos. Determine if you would like to add to the nutrition module.
 - **Make a Healthy Sandwich:** www.public.iastate.edu/~rlmartin/sandwich/ is a fun, quick interactive website that allows the students to build a sandwich and then find out the nutritional value of their choices. When you reach screen 8, you may choose to re-build the sandwich or create a new sandwich.
 - **Food Safety:** If you would like to add food safety to the nutrition module, you may choose to show the following music video:
www.youtube.com/watch?v=ZbH_mSk2dNk&feature=relmfu

Advance Preparation – Teaching Tips

- **#1J Video Opportunities (optional):** This Web site from the U.S. Food and Drug Administration (FDA) has several excellent, short videos that address the nutrition food label. Watch a few videos and determine if you would like to add a video to this section of your nutrition module:
www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm275409.htm#5_20_II.
Videos that are particularly good include:
 - *The 5-20 Rule Part 2*
 - *CSI (Calorie Scene Investigators)*
 - *Are You Smarter Than a Food Label?*
- **#3J Web site:** Familiarize self with the following Web site: www.choosemyplate.gov.
- **#4J Video Opportunities (optional):** Do a video search of a ChooseMyPlate using your favorite search engine (for example, yahoo videos or google videos) and decide whether you would like to show a video as a supplement.
- **#5J Web site:** Familiarize self with the following website:
www.choosemyplate.gov/downloads/mini_poster_English_final.pdf.
- **#8J Intake Display:** Create a display of a medicine dropper (that shows 1 mL on it), plastic medicine cup (that shows 30 mL on it), an 8-ounce Styrofoam/paper cup, and 16-ounce Styrofoam/paper cup.
- **#10J Output Display:** Create an output display of graduates with varying amounts of urine – water colored with yellow food coloring on a table; include the amounts for each on index cards.
- **#11J Calculation Worksheet:** Create a worksheet to do in class or as a homework assignment that includes various problems involving calculating intake (using facility equivalents for typical serving dishes/bowls/cups) and output.

- **#12J Quiz Suggestion:** Consider creating a quiz using five (5) or six (6) graduates with simulated urine for students to measure.

Advance Preparation – Activities

- **#1J Understanding and Using the Nutrition Facts Label:** Duplicate a copy of the activity sheet for each student.
- **#2J Evaluation of Various Foods and Beverages Using the Nutrition Facts Label:** Review the instructor guide carefully. The day before this module will be taught, ask each student to bring in two Nutrition Facts Labels from home. You need to bring in several different foods and beverages from home to show to students what Nutrition Facts Labels are and where they are located. Duplicate activity sheets front and back, one per student. Think about how you will pair up students (if there is an extra student without a pair, add the extra student to a group and create a group of three students. Just before class, on the chalk board/dry erase board, write the following headings: ↑ in Fats, ↓ in Fats, ↑ in Cholesterol, ↑ in Sodium, ↓ in Sodium, ↑ in Carbohydrates, ↑ in Protein, ↑ in Calcium, ↑ in Iron, ↑ in Fiber
- **#3J Choose MyPlate:** Duplicate a copy of the activity sheet for each student. Print the document on the landscape setting on the print instructions.
- **#4J Special Diets Collage:** Decide how to divide students into groups of 2 to 3 students. Prepare supplies for each group – a sheet of construction paper or a half-sheet of poster paper, tape/glue stick, scissors, a couple of markers, and several magazines.

**Module J – Nutrition
Definition List**

Advancing a Diet – food is gradually reintroduced to the resident due to surgery, in preparation for a procedure, or illness

Aspiration – accidental breathing in of food, fluid, vomit, or other object into lungs

Calcium – a mineral that keep bones and teeth strong

Calorie – energy value of a food or a beverage

Carbohydrates – a nutrient that supplies energy and helps body use fats

Dehydration – serious situation when a person does not take in enough fluid for the body causing a decrease in amount of water in tissue

Dysphagia – difficulty swallowing

Fats – a nutrient that is a good source of energy and gives flavor to food

Fluid Balance – when fluids taken in equal the fluids eliminated

Force Fluids – medical order for person to drink more fluids

Graduate – a measuring device for fluids

Intake – amount of fluids taken in each day

Iron – a mineral that helps blood carry oxygen to all parts of the body

Malnutrition – the lack of proper nutrition because of a lack of food intake, improper diet, or impaired use of food by the body

Minerals – a nutrient that helps the body function normally

NPO – nothing by mouth

Nutrients – substance found in food and fluids that are used by body for growth and maintenance of health

Nutrition – when the body takes in and uses foods and fluids to maintain health

Nutrition Facts Label – simple tool from Food and Drug Administration (FDA) found on all packaged foods and beverages and serves as a guide for making choices that can affect health

Output – amount of fluids eliminated each day

Proteins – a nutrient that is needed by every cell to help grow new tissue and help with tissue repair

Restrict Fluids – medical order for person to limit fluids taken in

Special Diet (therapeutic diet or modified diet) – a specific diet ordered for a person because of illness, condition, or preparation for a procedure

Serving Amount – shows the amount that is equal to one serving of a food or beverage

Serving Size – shows the number of servings in a package or container of food or beverage

Vitamins – a nutrient that helps the body function normally; body gets majority of vitamins from certain foods; examples are Vitamins A and C

| Module J – Nutrition and Fluids | |
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| (S-1) Title Slide (S-2 & S-3) Objectives <ol style="list-style-type: none"> 1. Describe nutrition and fluid requirements for the older adult. 2. Identify basic nutrients. 3. Explain how to read and use information from a Nutrition Facts label. 4. Explain the use of the U.S. Department of Agriculture's (USDA's) MyPlate. 5. Identify special diets ordered for the older adult based on particular illnesses or conditions. 6. Calculate dietary intake, fluid intake, and output. 7. Discuss nurse aide responsibilities related to dysphagia and prevention of aspiration, hydration and prevention of dehydration. 8. Explain the nurse aide's role in enteral and parenteral nutrition. | |
| Content | Notes |
| (S-4) Definitions <ul style="list-style-type: none"> • Nutrition – when the body takes in and uses foods and fluids to maintain health • Nutrients – substance found in food and fluids that are used by body for growth and maintenance of health • Malnutrition – the lack of proper nutrition because of a lack of food intake, improper diet, or impaired use of food by the body | |
| (S-5) Good Nutrition – Importance <ul style="list-style-type: none"> • Promotes physical and mental health • Increases resistance to illness • Produces energy and vitality • Aids in healing • Assists one to feel and sleep better • Helps avoid or manage common diseases <ul style="list-style-type: none"> ○ Certain cancers ○ Type 2 diabetes ○ Heart disease ○ High blood pressure ○ Obesity ○ Osteoporosis | |
| (S-6) Good Nutrition – Characteristics <ul style="list-style-type: none"> • Well-developed, healthy body, at the appropriate weight • Alert facial expression • Healthy, shiny hair • Clear skin and bright eyes • Healthy appetite • Regular elimination habits • Restful sleep patterns | |
| (S-7) Poor Nutrition – Characteristics | |

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| <ul style="list-style-type: none"> • Changes in weight • Poor skin color and appearance • Dull looking hair, eyes and skin • Irregular elimination habits • Poor sleep patterns • Abnormal conditions, such as osteoporosis or anemia • Tired | |
| (S-8) Six Nutrients <ul style="list-style-type: none"> • Water • Fats • Carbohydrates • Proteins • Vitamins • Minerals | |
| (S-9) Water <ul style="list-style-type: none"> • Most essential nutrient • Needed for every cell in body • Main part of the blood • Importance to body <ul style="list-style-type: none"> ○ Helps move oxygen and nutrients into cells and removes waste products out of cells ○ Helps with digestion and absorption of food ○ Helps maintain temperature by perspiration • Only can survive a few days without water | |
| (S-10) Fats <ul style="list-style-type: none"> • Good source of energy and gives flavor to food • Certain fats may increase cholesterol levels and lead to heart disease • Sources of fat – butter, oil, fatty meat, etc | |
| (S-11) Carbohydrates <ul style="list-style-type: none"> • Supplies energy and helps body use fats • Certain carbohydrates add fiber to diet that help with elimination • Sources of carbohydrates – breads, fruits, candy, sugary soft drinks, etc | |
| (S-12) Protein <ul style="list-style-type: none"> • Needed by every cell to help grow new tissue and help with tissue repair • Sources of proteins – meats, cheese, beans, etc | |
| (S-13) Vitamins and Minerals <ul style="list-style-type: none"> • Vitamins <ul style="list-style-type: none"> ○ Help the body function normally ○ Body gets majority of vitamins from certain foods ○ Examples are Vitamins A and C | |

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| <ul style="list-style-type: none"> Minerals <ul style="list-style-type: none"> Help the body function normally One mineral, calcium, keeps bones and teeth strong One mineral, iron, helps blood carry oxygen to all parts of the body | |
| <p>TEACHING TIPS #1J: Video Opportunities (Optional)</p> <p>Consider showing 1 or 2 videos from the FDA explaining the Nutrition Facts Label. Be sure and preview first www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm275409.htm#5_20_II. Videos that are particularly good include:</p> <ul style="list-style-type: none"> <i>The 5-20 Rule Part 2</i> <i>CSI (Calorie Scene Investigators)</i> <i>Are You Smarter Than a Food Label?</i> | |
| <p>ACTIVITY #1J: Understanding and Using the Nutrition Facts Label – Individual</p> <p>Distribute to students. Tell students:</p> <ul style="list-style-type: none"> Answer questions directly on the activity sheet as I go along with class. | |
| <p>(S-14) Understanding and Using the Nutrition Facts Label - Overview</p> <ul style="list-style-type: none"> Simple tool from Food and Drug Administration (FDA) Found on all packaged foods and beverages Serves as a guide for making choices that can affect your health Helpful if you are trying to lose weight, choose foods high in a certain nutrient, or foods low in a certain nutrient Allows you to compare similar foods or beverages to find out which is better choice | |
| <p>(S-15) Serving Size</p> <ul style="list-style-type: none"> Two important pieces of information <ul style="list-style-type: none"> Shows the number of servings in the package or container Shows the amount for one serving of a food or beverage Serving sizes given in familiar measurements, such as cups or pieces Information on the label is based on one serving of the food or beverage Be careful <ul style="list-style-type: none"> If a label serving is one cup and you eat two cups, then you are doubling what is listed on the label Examples – a bottle of soft drink or a bag of potato chips may have two or more servings | |
| <p>(S-16) Four Methods to Determine Serving Size</p> <ul style="list-style-type: none"> Weighing the food Counting pieces or measuring with a device (measuring cups or spoons) | |

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| <ul style="list-style-type: none"> Using the hand as a frame of reference Using common objects as frames of reference | |
| (S-17) Serving Sizes Using the Hand <ul style="list-style-type: none"> Palm – 3 ounces (meat, poultry, fish) Woman's fist – 1 cup (rice, fruit, veggies, cereal, pasta, baked potato) Handful – 1 ounce (nuts, raisins, small candies) | |
| (S-18) Serving Sizes Using the Hand <ul style="list-style-type: none"> 2 handfuls – 1 ounce (chips, popcorn, pretzels) Thumb – 1 ounce or 1 tablespoon (peanut butter, hard cheese) Thumb tip – 1 teaspoon (cooking oil, mayo, butter, sugar) | |
| (S-19) Serving Size Using Common Objects <ul style="list-style-type: none"> Deck of cards – 3 ounces (meat, poultry, fish) Baseball – 1 cup (rice, fruit, veggies, cereal, pasta) Tennis ball – 1 medium size fruit Postage stamp – butter Golf ball – peanut butter | |
| (S-20) Determining Serving Size of Stick Pretzels <ul style="list-style-type: none"> 1 serving size equals <ul style="list-style-type: none"> 1 ounce 28 grams 28 pretzels | |
| (S-21) Determining Serving Size of Stick Pretzels <ul style="list-style-type: none"> 1 serving size of stick pretzels equals 1 ounce 2 handfuls of stick pretzels equal 1 ounce | |
| (S-22) Determining Serving Size of Stick Pretzels <ul style="list-style-type: none"> 1 serving size of stick pretzels equals 28 grams | |
| (S-23) Determining Serving Size of Stick Pretzels <ul style="list-style-type: none"> 1 serving size of stick pretzels equals 28 stick pretzels 1 pretzel, 2 pretzels, 3 pretzels, etc. | |
| (S-24) Calories <ul style="list-style-type: none"> Calorie is energy value of a food or beverage Shows the number of calories in one serving Most people who are trying to lose weight are concerned with calories | |
| (S-25) Percent Daily Values <ul style="list-style-type: none"> Helps you link the types of nutrient in a food or beverage to your total or special diet needs Complicated to understand | |

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| <ul style="list-style-type: none"> It can help you know if a food or beverage is high or low in a particular nutrient | |
| (S-26) Percent Daily Values <ul style="list-style-type: none"> If a food is low in a nutrient, it will have 5% of the Daily Value or less <ul style="list-style-type: none"> This can be good or bad, depending on if you want more of or less of a nutrient Nutrients you should get less of: total fat (especially saturated fat), cholesterol, and sodium | |
| (S-27) Percent Daily Values <ul style="list-style-type: none"> If a food is high in a nutrient, it will have 20% of the Daily Value or more <ul style="list-style-type: none"> This can be good or bad, depending on if you want more of or less of a nutrient Nutrients you should get more of: minerals (calcium and iron), dietary fiber, and vitamins (A and C) | |
| (S-28) Percent Daily Values Summary <ul style="list-style-type: none"> Total carbohydrates important to know for people with diabetes Protein is an important nutrient and needed for tissue growth and repair Get less of fat, cholesterol, sodium Get more of fiber, vitamins A and C, calcium, and iron | |
| (S-29) TEACHING TIP #2J: Review Answers to Activity #1J See answer sheet. | |
| (S-30) ACTIVITY #2J: Evaluation of Various Foods and Beverages Using the Nutrition Facts Label Follow instructor guide. | |
| (S-31) USDA's MyPlate <ul style="list-style-type: none"> Developed by U.S. Department of Agriculture It recommends balancing the intake of healthy food choices and physical activity Designed to help people easily build a healthy plate during meal times Shows the amounts of each food group that should be on a person's plate during meals Emphasizes vegetables, fruits, grains, protein, and low-fat dairy Notice how the plate is divided up in sections Think about halves – make half your plate fruits and vegetables; and make half your grains whole grains Advocates drinking water instead of sugary drinks Replaces the MyPyramid Lots of helpful information at the following website: www.choosemyplate.gov | |

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| <p>TEACHING TIP #3J: Website</p> <p>Navigate www.chooseMyPlate.gov and orient class</p> <p>TEACHING TIP #3J: Video Search (Optional)</p> <p>Do a video search of “chooseMyPlate” using your favorite search engine and project the video on the screen as a method to supplement instruction.</p> <p>ACTIVITY #4J: Choose MyPlate</p> <p>Distribute to students. Tell students:</p> <ul style="list-style-type: none"> As we learn about MyPlate, you are going to create your own MyPlate, when directed to do so. | |
| <p>TEACHING TIP #5J: Website</p> <p>Locate the following web page on the MyPlate website and point out the various servings of food groups on page 2:</p> <p>www.choosemyplate.gov/downloads/mini_poster_English_final.pdf</p> <p>HANDOUT #1J: What’s On Your Plate?</p> <p>Distribute to students and direct them to the serving size for a typical adult.</p> | |
| <p>(S-32) USDA’s MyPlate 2000 Calorie Daily Food Plan</p> <ul style="list-style-type: none"> Vegetables – 2 ½ cups every day Fruits – 2 cups every day Grains – 6 ounces every day Dairy – 3 cups every day Protein – 5 ½ ounces every day | |
| <p>ACTIVITY #3J: Choose MyPlate Continues</p> <p>Tell students:</p> <ul style="list-style-type: none"> Write down the daily requirement amounts for each food group in the appropriate section of Activity #3J Choose MyPlate. | |

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| Allow students time to write down daily requirement amounts. | |
| (S-33) USDA’s MyPlate Healthy Choices <ul style="list-style-type: none"> Vegetables <ul style="list-style-type: none"> Eat more red, orange, and dark-green, such as tomatoes, sweet potatoes, broccoli Add beans or peas to salads, soups, or side dishes For canned vegetables, choose reduced sodium or no salt added | |
| ACTIVITY #3J: Choose MyPlate Continues Tell students: <ul style="list-style-type: none"> Write down two favorite vegetables that they enjoy eating within the vegetable sections of their plates. | |
| (S-34) USDA’s MyPlate Healthy Choices <ul style="list-style-type: none"> Fruits <ul style="list-style-type: none"> Use fruits as snacks, salads, and desserts At breakfast, add bananas or strawberries to oatmeal or cereal; or blueberries to pancakes Choose fresh, frozen, canned in water or 100% juice, or dried Select fruit juices that are 100% fruit juice | |
| ACTIVITY #3J: Choose MyPlate Continues Tell students: <ul style="list-style-type: none"> Write down two favorite fruits that they enjoy eating within the fruit sections of their plates. | |
| (S-35) USDA’s MyPlate Healthy Choices <ul style="list-style-type: none"> Grains <ul style="list-style-type: none"> Choose whole-grain instead of refined-grain foods when selecting breads, bagels, rolls, cereals, crackers, rice, and pasta Whole grains include the “whole grain” and refined grains have valuable parts of the grain removed Examples of whole grain include brown rice, wild rice, oatmeal, whole wheat/oats/corn products | |
| ACTIVITY #3J: Choose MyPlate Continues Tell students: <ul style="list-style-type: none"> Write down two favorite grains that they enjoy eating within the grain sections | |

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| of their plates. | |
| (S-36) USDA’s MyPlate Healthy Choices <ul style="list-style-type: none"> Dairy <ul style="list-style-type: none"> Choose skim (fat free) or 1% (low-fat) milk Include low-fat yogurt on fruit salads and baked potatoes | |
| ACTIVITY #3J: Choose MyPlate Continues Tell students: <ul style="list-style-type: none"> Write down two favorite dairy products that they enjoy eating beside the dairy sections of their plates. | |
| (S-37) USDA’s MyPlate Healthy Choices <ul style="list-style-type: none"> Protein <ul style="list-style-type: none"> Eat a variety of foods each week, including seafood, beans and peas, and nuts, plus lean meats, poultry, and eggs Choose seafood twice a week Choose lean meats and ground beef that is at least 90% lean Cut fat from meat and remove skin from poultry | |
| ACTIVITY #3J: Choose MyPlate Continues Tell students: <ul style="list-style-type: none"> Write down two favorite protein products that they enjoy eating within the protein sections of their plates. | |
| (S-38) USDA’s MyPlate Activity Plan <ul style="list-style-type: none"> Pick activities you like and do each for at least 10 minutes at a time – because every little bit adds up as activity increases Adults – 2 ½ hours or more per week of activity of moderate effort, such as walking briskly | |
| ACTIVITY #3J: Choose MyPlate Concludes Tell students: <ul style="list-style-type: none"> Turn Activity #3J Worksheet over and write down two activities you may enjoy doing for 10 minutes at a time on a daily basis. | |

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| <ul style="list-style-type: none"> Now write down an activity you may enjoy doing several times a week using moderate effort. <p>After students are done writing down their activities, tell students:</p> <ul style="list-style-type: none"> Congratulations you have created a MyPlate that is both nutritionally and physically sound. | |
| (S-39) Age Related Changes Affecting Nutrition <ul style="list-style-type: none"> Need for fewer calories Vitamin and mineral requirements change Drugs may affect how nutrients absorbed and used Teeth/dentures affect ability to chew food Saliva and gastric juices decrease Appetite and thirst decrease Constipation may occur Taste and smell diminish May require assistance with dining | |
| (S-40) The Diet Card <ul style="list-style-type: none"> Prepared by dietary department based on doctor's order Each resident's meal has its own diet card At a minimum, lists the resident's room number, name, and type of diet The nurse aide who delivers the meal tray must verify that the right resident is receiving the right meal tray, with the right diet on it | |
| (S-41) The Regular Diet <ul style="list-style-type: none"> Ordered by the doctor A basic, well-balanced diet Without limits or restrictions | |
| (S-42) Special Diets <ul style="list-style-type: none"> Also called therapeutic or modified diet Ordered by the doctor and planned by dietician with input from resident May restrict or totally eliminate certain foods or fluids, based on illness, in preparation for procedures, or to meet nutritional needs | |
| (S-43) Advanced Diet <ul style="list-style-type: none"> Food is gradually reintroduced to the resident Reasons – surgery or medical condition Resident may start out NPO (nothing by mouth) → ice chips → clear liquids → full liquids → mechanical soft → regular diet | |
| HANDOUT #2J: Special Diets | |

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| <p>Distribute handout to class.</p> <p>TEACHING TIP #6J: Special Diets Handout</p> <p>Refer to the Special Diets Handout and for each of the different diets, point out:</p> <ul style="list-style-type: none"> • Description • Uses • Foods allowed or not allowed | |
| <p>ACTIVITY #4J: Special Diets Collage</p> <p>Place students in groups of 2 or 3. Distribute a sheet of construction paper or a half-sheet of poster paper, tape/glue stick, scissors, a couple of markers, and several magazines to each group. Assign a special diet to each group and ask group members to create a collage out of foods or beverages cut out of magazines and taped/glued to the paper that are representative of the assigned special diet. Require each group to select a team leader, who facilitates the process within the group, and a reporter, who holds up and explains the collage to the class.</p> | |
| <p>(S-44) Other Forms of Nourishment</p> <ul style="list-style-type: none"> • Residents may be unable to eat due to illness, surgery, or injury • Enteral nutrition – feeds the resident through a feeding tube into the gastrointestinal tract, through the nose and directly into the stomach (nasogastric tube), or into the stomach through the abdomen (gastrostomy) <ul style="list-style-type: none"> ○ Nurse is responsible for care ○ Nurse aide must keep the head of bed elevated per facility policy ○ Nurse aide must be careful to not pull on the tube and to keep tube secure • Intravenous (IV) Fluids – feeds the resident through a vein <ul style="list-style-type: none"> ○ Nurse is responsible for care ○ Nurse aide observes for and reports redness, swelling, or pain at the site ○ Nurse aide reports low supply of fluid in bag ○ Nurse aide must be careful with tubing and connections when providing care | |
| <p>(S-45) Alternative and Supplemental Feedings</p> <ul style="list-style-type: none"> • Sometimes given when resident needs extra protein, calories, and fluids <ul style="list-style-type: none"> ○ Ordered by physician and to serve as between-meal foods and fluids ○ Examples include: milk, juice, pudding, ice cream, milk shake, fruit, crackers • Nurse aide's responsibility <ul style="list-style-type: none"> ○ Assist the resident as needed <p>Report amount resident ate or drank</p> | |
| <p>(S-46) OBRA Dietary Requirements for Resident's in Nursing Homes</p> <ul style="list-style-type: none"> • Each person's <ul style="list-style-type: none"> ○ Dietary and nutritional needs are met | |

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| <ul style="list-style-type: none"> ○ Diet is nourishing, well-balanced tastes good • The food is <ul style="list-style-type: none"> ○ Appetizing, smells and looks good ○ Varied in color and texture ○ Served at the correct temperature ○ Served promptly ○ Prepared to meet individual needs • Other foods are offered if food serve is refused • Each person receives at least 3 meals a day, with the offer of a bedtime snack • Assistive devices and utensils provided as needed | |
| <p>(S-47) Dysphagia and Aspiration</p> <ul style="list-style-type: none"> • Dysphagia is difficulty in swallowing • With dysphagia, there is a danger in aspiration • Aspiration (recall the definition) – the accidental breathing in of food, fluid, vomit, or other object into lungs • Can cause pneumonia or death • Causes of dysphagia <ul style="list-style-type: none"> ○ Illness, such as stroke ○ Some medicines ○ Problems with mouth and throat muscles ○ Weakness ○ Problems with teeth or dentures • Signs/symptoms of dysphagia <ul style="list-style-type: none"> ○ General – eats very slowly, frequent throat clearing – “ahem,” and decrease in appetite ○ Avoids – eating and certain textured foods ○ When eating/drinking – vomits or chokes, has problems with breathing, eyes water, spits out food pieces, has difficulty with chewing, has difficulty swallowing small pieces of food (or pills), suddenly spits out food, and has to swallow several times when eating a single bite of food ○ During/after meals – drools or dribbles food or fluid from mouth, pockets or keeps food inside mouth or cheeks, coughs, gurgles when talking, and food/fluid comes up into or out of the nose ○ Complaints – heartburn, food getting stuck, and hoarseness after eating • Nurse aide’s role in preventing aspiration <ul style="list-style-type: none"> ○ Place resident in upright position at 90 degree angle for eating and drinking, and at least 30 minutes afterward ○ Feed slowly ○ Avoid distractions ○ Offer small amounts of food ○ Offer bite of food, then sip of liquid, repeat ○ If one side is paralyzed, place food in non-paralyzed side of the mouth ○ Make sure food is swallowed after each bite before next bite/sip ○ Provide mouth care after meals ○ Report signs of aspiration immediately – gagging, vomiting, clutching throat | |

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| (classic sign of choking), cyanosis, shortness of breath or difficulty breathing; unconsciousness, complaints of chest pain or chest tightness <ul style="list-style-type: none"> ○ Provide thickened liquids, per directive from nurse | |
| (S-48) Fluid Balance – Water <ul style="list-style-type: none"> • Needed to survive • Death can occur if you get too little or too much • Take in water by drinking fluids and eating foods • Lose water via urine, feces, vomit, perspiration (sweat), and lungs (breathing out), plus drainage from wounds or liquids from stomach suctioning | |
| (S-49) Fluid Balance <ul style="list-style-type: none"> • Needed for good health • Amount of fluid taken in (intake) equals the amount of fluid lost (output) • Intake = output | |
| (S-50) Dehydration <ul style="list-style-type: none"> • If fluid intake is less than fluid output, dehydration occurs • Resident does not take in enough fluid for the body causing tissues to lack water • When does it occur? May occur with bleeding, dementia, fever, poor fluid intake, fluid restriction, excess sweating, vomiting, increase in urination, medicines. • Nurse aide's role in preventing dehydration <ul style="list-style-type: none"> ○ Determine preferences of fluids and offer ○ Assure water pitcher and cup are within reach ○ Offer assistance and use assistive devices if needed ○ Measure and record I & O accurately, if ordered ○ Force fluids (encourage to drink more fluids), if ordered by the doctor ○ Observe for and report signs and symptoms of potential dehydration and presence of dehydration • Warning signs of potential for dehydration <ul style="list-style-type: none"> ○ Drinks less than six 8-ounce glasses of fluids per day ○ Drinks little or no fluids during meals ○ Needs help drinking fluids ○ Has trouble swallowing fluids ○ Has fever, vomiting, diarrhea ○ Confused ○ Complaints of thirst, dry mouth ○ Decrease in urinary output • Signs/symptoms of dehydration <ul style="list-style-type: none"> ○ Severe thirst ○ Dry mouth and mucous membranes ○ Cracked lips ○ Warm, dry, wrinkled skin ○ Sunken eyes ○ Flushed face | |

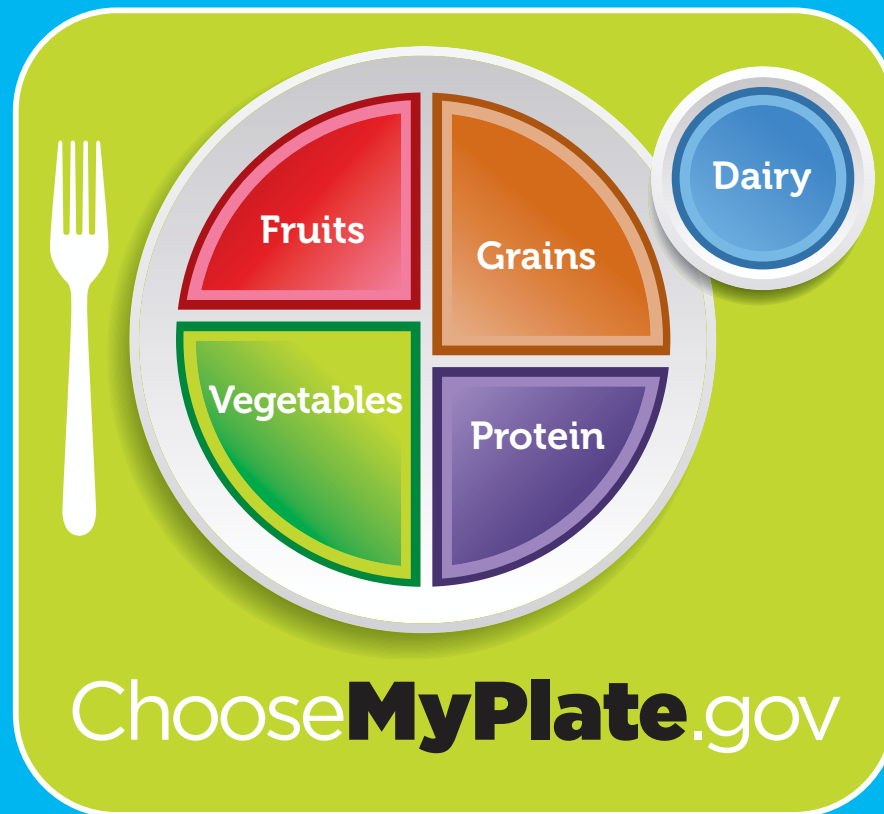
| Module J – Nutrition and Fluids | |
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| <ul style="list-style-type: none"> ○ Dark, strong-smelling urine, in small amounts ○ Constipation ○ Weight loss ○ Weakness, dizziness, confusion ○ Headache ○ Irritable ○ Rapid, weak pulse ○ Irregular heartbeat ○ Low blood pressure | |
| <p>(S-51) Edema</p> <ul style="list-style-type: none"> • If fluid intake is greater than fluid output <ul style="list-style-type: none"> ○ Tissues will swell with water – called edema ○ May occur with kidney or heart disease • Nurse aide's role <ul style="list-style-type: none"> ○ Obtain accurate weights, per order ○ Increase pillows per resident's request ○ Restrict fluids – fluids limited per doctor's order ○ Observe for and report signs/symptoms of fluid overload • Signs/symptoms of fluid overload <ul style="list-style-type: none"> ○ Weight gain (of 1 to 2 pounds in a day) ○ Fatigue ○ Difficulty breathing or shortness of breath ○ Swelling of ankles, feet, fingers, hands ○ Swollen abdomen ○ Coughing ○ Decrease in urine output ○ Tight, smooth, shiny skin ○ Increased heart rate | |
| <p>(S-52) Intake and Output</p> <ul style="list-style-type: none"> • Residents who have certain diseases or on special diets, may need to have intake and output measured (I & O) • Staff records amounts of food and fluids taken in and eliminated within 24-hour time periods • Fluids are measured in milliliters (mL) or cubic centimeters (cc) | |
| <p>HANDOUT #3J: Flow Sheet for Documenting Intake and Output</p> <p>Distribute to the class.</p> <p>TEACHING TIP #7J: Documenting Intake and Output on Flow Sheet</p> <p>Describe why the flow sheet is used and how to document intake and output on the flow sheet.</p> | |

| Module J – Nutrition and Fluids | |
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| (S-53) Measuring Intake <ul style="list-style-type: none"> Fluids taken in are measured and recorded using milliliters (mL) or cubic centimeters (cc) Equivalencies <ul style="list-style-type: none"> 1 mL = 1 cc 1 fluid ounce = 30 mL To convert ounces to milliliters or cubic centimeters, you multiply by 30 | |
| <ul style="list-style-type: none"> 8 ounces = 240 mL ($8 \times 30 = 240$); therefore an 8-ounce cup = 240 mL 16 ounces = 480 mL; therefore a 16-ounce cup = 480 mL | |
| (S-54) Measuring Intake <ul style="list-style-type: none"> 16 fluid ounces in the cup How many milliliters are in the cup? | |
| (S-55) Measuring Intake <ul style="list-style-type: none"> 16 fluid ounces in the cup 1 fluid ounce = 30 milliliters (mL) $16 \times 30 = 480$ milliliters (mL) | |
| (S-56) Measuring Intake <ul style="list-style-type: none"> 480 mL in this cup If a resident drinks $\frac{1}{2}$ cup of milk from this cup, how many mL did the resident take in? | |
| (S-57) Measuring Intake <ul style="list-style-type: none"> 480 mL in this cup If a resident drinks $\frac{1}{2}$ cup of milk from this cup, resident's intake is 240 mL of milk | |
| (S-58) Measuring Intake <ul style="list-style-type: none"> 8 fluid ounces in this cup How many milliliters (mL) are in the cup? | |
| (S-59) Measuring Intake <ul style="list-style-type: none"> 8 fluid ounces in the cup 1 fluid ounce = 30 milliliters (mL) $8 \times 30 = 240$ milliliters (mL) | |
| (S-60) Measuring Intake <ul style="list-style-type: none"> There are 240 mL in this cup If a resident drinks $\frac{1}{3}$ cup of milk from this cup, how many mL did the resident take in? | |
| (S-61) Measuring Intake | |

| Module J – Nutrition and Fluids | |
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| <ul style="list-style-type: none"> • There are 240 mL in this cup • If a resident drinks 1/3 cup of milk from this cup, resident's intake is 80 mL of milk | |
| TEACHING TIP #8J: Intake Display Have the intake display available for demonstration/view by students. | |
| (S-62) Measuring Intake <ul style="list-style-type: none"> • List of container sizes available, based on facility <ul style="list-style-type: none"> ○ Typically includes small glass, large glass, cereal bowl, milk carton, soup bowl ○ Calculate amount taken in based on total amount container holds and how much of the fluid was taken in by the resident | |
| HANDOUT #4J: Intake Conversion Chart for Serving Containers Talk about how to determine intake using a conversion chart for serving containers. | |
| (S-63) Measuring Intake <ul style="list-style-type: none"> • Fluids taken by mouth that are measured include: <ul style="list-style-type: none"> ○ Water ○ Milk ○ Coffee ○ Tea ○ Juices ○ Soups ○ Soft drinks ○ Ice cream and milkshakes ○ Sherbet ○ Custard and pudding ○ Gelatin ○ Popsicles • Other fluids taken in, counted as intake, and measured by nurse include: <ul style="list-style-type: none"> ○ Intravenous fluids ○ Tube feedings | |
| (S-64) Dietary Consumption <ul style="list-style-type: none"> • Dietary consumption for each meal is typically documented in percentages and based on facility policy | |
| TEACHING TIP #9J: Diet Consumption Inform students about how staff at a local health care facility determine and document diet consumption at meal times. | |

| Module J – Nutrition and Fluids | |
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| <p>(S-65) Measuring Output</p> <ul style="list-style-type: none"> • Fluids considered as output are measured and documented using milliliters (mL) or cubic centimeters (cc) • Graduates – containers that measure fluid in milliliters/cubic centimeters (and often ounces also) • Vomit and wound drainage may also be measured with a clean urine specimen collection device or medication cup • Fluids measured as output include: <ul style="list-style-type: none"> ○ Urine ○ Vomit ○ Diarrhea ○ Wound drainage ○ Gastric suction material | |
| <p>TEACHING TIP #10J: Output Display</p> <p>Have the output display available for demonstration/view by students.</p> <p>TEACHING TIP #11J: Calculation Worksheet</p> <p>Create a worksheet to do in class or as a homework assignment that includes various problems involving:</p> <ul style="list-style-type: none"> • Calculating intake (using facility equivalents for typical serving dishes/bowls/cups) • Output <p>TEACHING TIP #12J: Quiz Suggestion</p> <p>During the next class session, set up about five (5) or six (6) graduates with varying amounts of simulated urine for students to measure.</p> | |
| (S-66) THE END | |

What's on your plate?



Before you eat, think about what and how much food goes on your plate or in your cup or bowl. Over the day, include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.



Make half your plate fruits and vegetables.



Make at least half your grains whole.



Switch to skim or 1% milk.



Vary your protein food choices.

| Vegetables | Fruits | Grains | Dairy | Protein Foods |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Eat more red, orange, and dark-green veggies like tomatoes, sweet potatoes, and broccoli in main dishes.</p> <p>Add beans or peas to salads (kidney or chickpeas), soups (split peas or lentils), and side dishes (pinto or baked beans), or serve as a main dish.</p> <p>Fresh, frozen, and canned vegetables all count. Choose “reduced sodium” or “no-salt-added” canned veggies.</p> | <p>Use fruits as snacks, salads, and desserts. At breakfast, top your cereal with bananas or strawberries; add blueberries to pancakes.</p> <p>Buy fruits that are dried, frozen, and canned (in water or 100% juice), as well as fresh fruits.</p> <p>Select 100% fruit juice when choosing juices.</p> | <p>Substitute whole-grain choices for refined-grain breads, bagels, rolls, breakfast cereals, crackers, rice, and pasta.</p> <p>Check the ingredients list on product labels for the words “whole” or “whole grain” before the grain ingredient name.</p> <p>Choose products that name a whole grain first on the ingredients list.</p> | <p>Choose skim (fat-free) or 1% (low-fat) milk. They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.</p> <p>Top fruit salads and baked potatoes with low-fat yogurt.</p> <p>If you are lactose intolerant, try lactose-free milk or fortified soymilk (soy beverage).</p> | <p>Eat a variety of foods from the protein food group each week, such as seafood, beans and peas, and nuts as well as lean meats, poultry, and eggs.</p> <p>Twice a week, make seafood the protein on your plate.</p> <p>Choose lean meats and ground beef that are at least 90% lean.</p> <p>Trim or drain fat from meat and remove skin from poultry to cut fat and calories.</p> |
| <p>For a 2,000-calorie daily food plan, you need the amounts below from each food group. To find amounts personalized for you, go to ChooseMyPlate.gov.</p> | | | | |
| <p>Eat 2½ cups every day</p> <p>What counts as a cup? 1 cup of raw or cooked vegetables or vegetable juice; 2 cups of leafy salad greens</p> | <p>Eat 2 cups every day</p> <p>What counts as a cup? 1 cup of raw or cooked fruit or 100% fruit juice; ½ cup dried fruit</p> | <p>Eat 6 ounces every day</p> <p>What counts as an ounce? 1 slice of bread; ½ cup of cooked rice, cereal, or pasta; 1 ounce of ready-to-eat cereal</p> | <p>Get 3 cups every day</p> <p>What counts as a cup? 1 cup of milk, yogurt, or fortified soymilk; 1½ ounces natural or 2 ounces processed cheese</p> | <p>Eat 5½ ounces every day</p> <p>What counts as an ounce? 1 ounce of lean meat, poultry, or fish; 1 egg; 1 Tbsp peanut butter; ½ ounce nuts or seeds; ¼ cup beans or peas</p> |

Cut back on sodium and empty calories from solid fats and added sugars



Look out for salt (sodium) in foods you buy. Compare sodium in foods and choose those with a lower number.

Drink water instead of sugary drinks. Eat sugary desserts less often.

Make foods that are high in solid fats—such as cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs—occasional choices, not every day foods.

Limit empty calories to less than 260 per day, based on a 2,000 calorie diet.

Be physically active your way

Pick activities you like and do each for at least 10 minutes at a time. Every bit adds up, and health benefits increase as you spend more time being active.

Children and adolescents: get 60 minutes or more a day.

Adults: get 2 hours and 30 minutes or more a week of activity that requires moderate effort, such as brisk walking.



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August 2011
CNPP-25
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Activity #1J Understanding and Using the Nutrition Facts Label Activity Sheet Answers

What government agency responsible for Nutrition Fact Labels? FDA

Where are they found?

1. Foods
2. Beverages

How many calories does this food have per serving? 250

If a food or beverage is high in a nutrient, it will have 20% or more of the Daily Value.

Which nutrients should you get more of?

1. Dietary fiber
2. Minerals, such as calcium and iron.
3. Vitamins, such as A and C.

| Nutrition Facts | | |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|
| Serving Size 1 cup (228g) | | |
| Servings Per Container about 2 | | |
| Amount Per Serving | | |
| Calories 250 | Calories from Fat 110 | |
| % Daily Value* | | |
| Total Fat 12g | | 18% |
| Saturated Fat 3g | | 15% |
| Trans Fat 3g | | |
| Cholesterol 30mg | | 10% |
| Sodium 470mg | | 20% |
| Total Carbohydrate 31g | | 10% |
| Dietary Fiber 0g | | 0% |
| Sugars 5g | | |
| Proteins 5g | | |
| Vitamin A | | 4% |
| Vitamin C | | 2% |
| Calcium | | 20% |
| Iron | | 4% |
| * Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs: | | |
| | Calories | 2,000 2,500 |
| Total Fat | Less than 65g | 80g |
| Saturated Fat | Less than 20g | 25g |
| Cholesterol | Less than 300mg | 300mg |
| Sodium | Less than 2,400mg | 2,400mg |
| Total Carbohydrate | 300g | 375g |
| Dietary Fiber | 25g | 30g |

For educational purposes only. This label does not meet the labeling requirements described in 21 CFR 101.9.

What 2 things does the serving part tell you?

1. Serving size
2. Servings per container

Percent Daily Value tells you if a food or beverage is high or low in a nutrient.

If a food or beverage is low in a nutrient, it will have 5% or lower of the Daily Value.

Which nutrients should you get less of?

1. Fats
2. Sodium
3. Cholesterol

Activity #1J Understanding and Using the Nutrition Facts Label Activity Sheet

What government agency responsible for Nutrition Fact Labels? _____

Where are they found?

- 1.
- 2.

How many calories does this food have per serving?

If a food or beverage is high in a nutrient, it will have _____% or more of the Daily Value.

Which nutrients should you get more of?

1. Dietary _____
2. Minerals, such as _____ and _____.
3. Vitamins, such as _____ and _____.

| Nutrition Facts | | | |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------|---------|
| Serving Size 1 cup (228g) | | | |
| Servings Per Container about 2 | | | |
| Amount Per Serving | | | |
| Calories 250 | Calories from Fat 110 | | |
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| Sodium 470mg | | 20% | |
| Total Carbohydrate 31g | | 10% | |
| Dietary Fiber 0g | | 0% | |
| Sugars 5g | | | |
| Proteins 5g | | | |
| Vitamin A | | 4% | |
| Vitamin C | | 2% | |
| Calcium | | 20% | |
| Iron | | 4% | |
| * Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs: | | | |
| | Calories | 2,000 | 2,500 |
| Total Fat | Less than | 65g | 80g |
| Saturated Fat | Less than | 20g | 25g |
| Cholesterol | Less than | 300mg | 300mg |
| Sodium | Less than | 2,400mg | 2,400mg |
| Total Carbohydrate | | 300g | 375g |
| Dietary Fiber | | 25g | 30g |

For educational purposes only. This label does not meet the labeling requirements described in 21 CFR 101.9.

What 2 things does the serving part tell you?

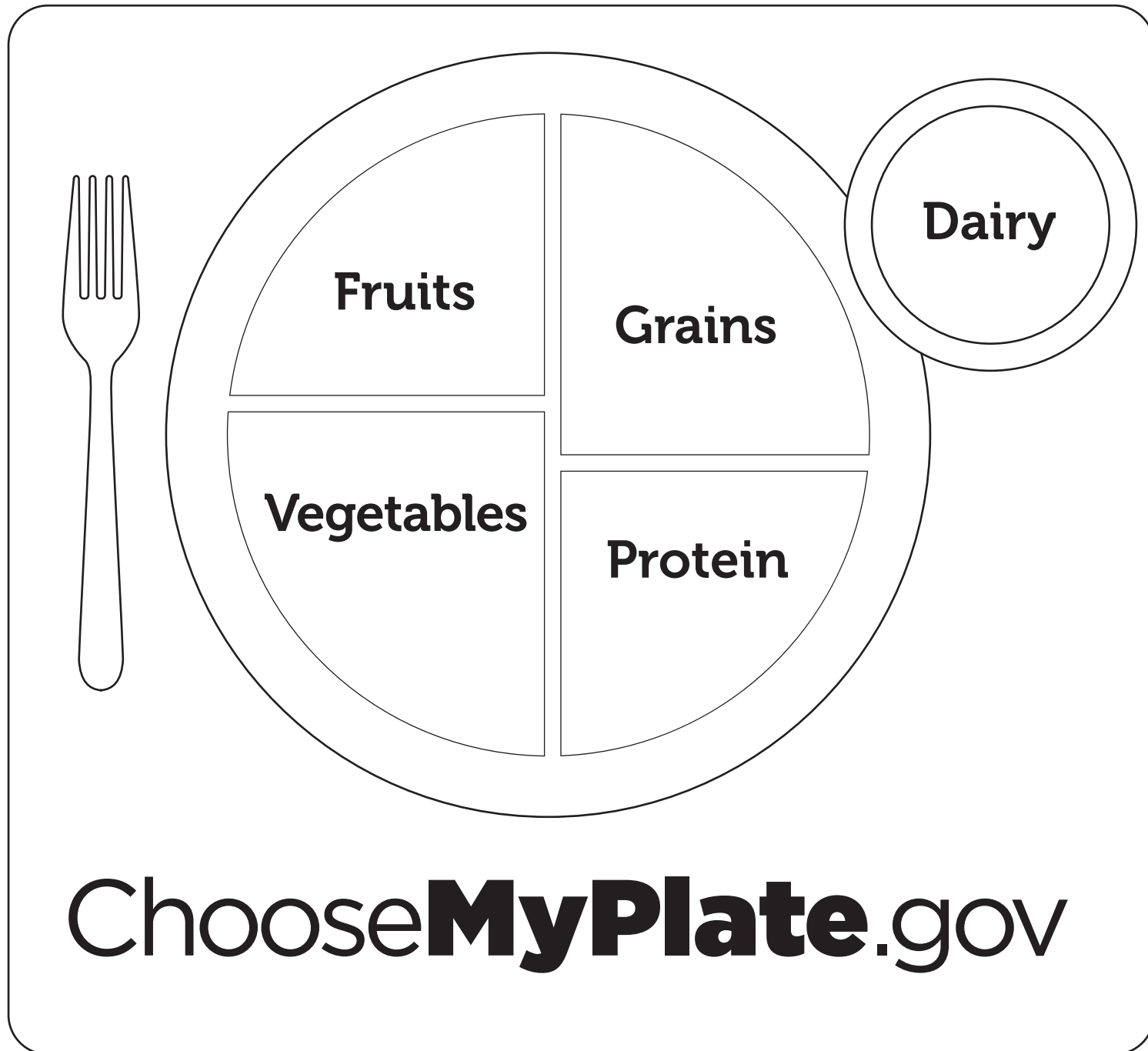
- 1.
- 2.

Percent Daily Value tells you if a food or beverage is _____ or _____ in a nutrient.

If a food or beverage is low in a nutrient, it will have _____% or lower of the Daily Value.

Which nutrients should you get less of?

- 1.
- 2.
- 3.



Instructor's Guide to Activity #2J

Evaluation of Various Foods and Beverages Using the Nutrition Facts Label

Preparation – The Day Before

The day before, ask each student to bring in two Nutrition Facts Labels from home. The instructor needs to bring several different foods and beverages from home to show students what Nutrition Facts Labels are/where they are located. Make copies of activity sheets for students, front and back.

Preparation – Before Class

On the chalk board/dry erase board, put the following headings up: ↑ in Fats, ↓ in Fats, ↑ in Cholesterol, ↓ in Sodium, ↓ in Sodium, ↑ in Carbohydrates, ↑ in Protein, ↑ in Calcium, ↑ in Iron, ↑ in Fiber

Before The Activity Begins

Pair students and distribute an Evaluation of Various Foods & Beverages Using the Nutrition Facts Label Worksheet to each person. (If you must create groups of 3 or a group of 3, then give those students an extra evaluation sheet.)

Instructions to the Class

Ask each group to complete the worksheet based on the 4 (or 6) labels brought in from home. Remind the students about how to determine if a food is low in a nutrient – it will have 5% of the Daily Value or less and how to determine if a food is high in a nutrient – it will have 20% of the Daily Value or more.

When Done With Evaluation

Keep students in their groups. Ask students the following questions:

- Were there any surprises with serving size or numbers of servings per package or container?
- Have any of you ever sat down and eaten a whole container or drunk a whole bottle of something – and then realized you ate or drank more than one serving at a sitting?
- Were there any surprises, such as more of a nutrient in a food or drink than you thought it should be?
- Go to a category on the board and then ask students to shout out (one at a time) foods that meet that particular category. Do this for each of the categories listed on the board. Tell them to write down examples of foods high or low in each nutrient on their sheets on page 2. This is the order: ↑ in Fats, ↓ in Fats, ↑ in Cholesterol, ↓ in Sodium, ↓ in Sodium, ↑ in Carbohydrates, ↑ in Protein, ↑ in Calcium, ↑ in Iron, ↑ in Fiber
 - Remind them when you get to a category what that particular nutrient does or why it is important (instructor resource included on next page)

Module J

- If some of the categories are lacking in foods or there are obvious foods missing in certain categories, add to the categories (resource included on next page)
- Personally, why is important for you to understand how to read a nutrition label?
- Why is important for a person with health care concerns, such as diabetes, high blood pressure, and heart disease to understand how to read a nutrition label?

Two-page Instructor Resource (Do Not Hand Out to Students)**What Particular Nutrient Does or Why it is Important**

Fats – diet high in fat can lead to hardening of the arteries, which can cause stroke or heart attack

Cholesterol – diet high in cholesterol can lead to hardening of the arteries, which can cause stroke or heart attack

Sodium – vital in fluid balance and function of nerves and muscles, important nutrient to observe with residents with high blood pressure

Carbohydrates – supplies energy and helps body use fats, important nutrient to observe with diabetics

Protein – needed for tissue growth and repair, important nutrient for residents who had surgery or have pressure ulcers

Calcium – keeps bones and teeth strong

Iron – helps blood carry oxygen to all parts of the body

Fiber – assists with elimination

| Foods High in Fats | Foods Low in Fats | Foods High in Cholesterol (Hint: Comes from Animals) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Meats • Butter, shortening, lard, oils • Milk • Cheese • Egg yolks • Nuts | <ul style="list-style-type: none"> • Skim milk • Cottage cheese • Lean meat, poultry, fish (baked) • Vegetables • Fruits | <ul style="list-style-type: none"> • Eggs • Liver, whole milk, dairy products • Butter, cream • Shrimp • Duck and goose |
| Foods High in Salt (Sodium) | Foods Low in Salt (Sodium) | Foods High in Protein |
| <ul style="list-style-type: none"> • Processed foods – bacon, luncheon meats, hot dogs • Buttermilk and cheese • Condiments – mayonnaise, salad dressings, ketchup, mustard • Mexican foods • Sauces – soy, teriyaki, steak, barbecue • Soups – canned, packaged • Vegetable juices, canned vegetables, pickled vegetables • Salted snack foods – pretzels, corn chips, potato chips, crackers • Baked goods – biscuits, muffins, cake, cookies, pie | <ul style="list-style-type: none"> • Fruits • Vegetables • Unsalted butter | <ul style="list-style-type: none"> • Meats • Fish • Poultry • Eggs • Milk and milk products • Beans and peas • Nuts • Green leafy vegetables |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Foods High in Carbohydrates</p> <ul style="list-style-type: none"> • Soft drinks, fruit juices • Vegetables • Fruits • Cereals, breads • Candy | <p>Foods High in Calcium</p> <ul style="list-style-type: none"> • Egg yolks • Milk and milk products • Beans and dried peas • Green leafy vegetables • Whole grains • Nuts |
| <p>Foods High in Iron</p> <ul style="list-style-type: none"> • Liver • Meat • Eggs • Beans and dried peas • Green leafy vegetables • Breads and cereals • Nuts | <p>Foods High in Fiber</p> <ul style="list-style-type: none"> • Whole grain bread, muffins, bagels • Bran cereals • Cooked cereal, such as oatmeal • Whole wheat pasta • Whole grains, such as corn, brown rice, barley • Fruits • Vegetables • Nuts, such as almonds |

Activity #9 Evaluation of Various Foods & Beverages
Using the Nutrition Facts Label

| | Food/Beverage #1 | Food/Beverage #2 | Food/Beverage #3 | Food/Beverage #4 |
|-----------------------------|------------------|------------------|------------------|------------------|
| Name | | | | |
| Serving Size | | | | |
| Servings/Container | | | | |
| Calories/Serving | | | | |
| ⬆ (high) or ⬇ (low)? | | | | |
| • Fat | | | | |
| • Cholesterol | | | | |
| • Sodium | | | | |
| • Carbohydrates | | | | |
| • Protein | | | | |
| • Calcium | | | | |
| • Iron | | | | |
| • Fiber | | | | |

| |
|---------------------------------|
| Foods ⬆ in Fat |
| Foods ⬇ in Fat |
| Foods ⬆ in Cholesterol |
| Foods ⬆ in Sodium |
| Foods ⬆ in Carbohydrates |
| Foods ⬆ in Protein |
| Foods ⬆ in Calcium |
| Foods ⬆ in Iron |
| Foods ⬆ in Fiber |

Handout #2J Special Diets

| Type of Diet | Description | Purpose | Foods Allowed or Not Allowed |
|-------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Clear Liquids | Can see through, non-irritating, non-gassy | Post-operative, acute illness, infection, nausea/vomiting, prepare for GI procedures | Water, tea, black coffee, carbonated drinks, gelatin, clear fruit juices (apple, grape, cranberry), clear broth |
| Full Liquids | All liquids | Next step after clear liquids, fever, nausea/ vomiting, resident unable to chew/swallow/digest solid foods | All clear liquids, plus custard, strained soups, strained fruit/ vegetable juices, milk, milk shakes, strained cooked cereal, plain ice-cream, sherbet, pudding, yogurt, popsicles |
| Mechanical Soft | Semi-solids, easily digested | Next step after full liquids, fever, nausea/ vomiting, resident unable to chew/swallow/digest solid foods | all liquids, plus non-fried eggs, non-fried meat/fish/poultry, mild cheeses, strained fruit juices, non-crustured breads, cooked cereal, cooked/pureed vegetables, cooked/canned non-seeded peeled fruits, plain cookies/cakes without nuts or fruit |
| Fiber Restricted | Leaves little residue and fiber in colon | Colon diseases, diarrhea | Coffee, tea, milk, carbonated drinks, strained fruit juices, refined bread/crackers/pasta (white), rice, cottage/cream cheese, non-fried eggs, plain puddings/cakes, gelatin, custard, sherbet/ice cream, strained vegetable juices, cooked/canned non-seeded peeled fruits, non-fried potatoes, strained cooked vegetables, NO RAW FRUITS OR VEGETABLES |
| High-Fiber | Increases residue and fiber in colon, stimulates movement of food | Constipation, GI disorders | All fruits and vegetables, whole-wheat bread, whole-grain cereals/rice, fried foods, milk, cream, butter, cheese, meats |
| Bland | Non-irritating, low in roughage, moderate temperature, not spicy | Ulcers, gallbladder/some intestinal disorders, after abdominal surgery | Lean meats, non-fried foods, white bread, creamed/refined cereals, cream/cottage cheese, gelatin, plain pudding/cakes/cookies, eggs, butter/cream, canned non-seeded peeled fruits/vegetables, potatoes, pasta, rice, strained/soft cooked carrots, creamed soups, NO FRIED FOODS |

| Type of Diet | Description | Purpose | Foods Allowed or Not Allowed |
|---------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Calorie-Restricted | Promotes weight loss and lowers body fat | Weight loss | Choose low-fat, low-carbohydrate foods, and lean meats; avoid the following: butter, cream, rice, gravy, salad oils, noodles, cakes, pastries, carbonated/alcoholic drinks, candy, potato chips, and similar foods |
| High-Calorie | Calories increased to 3000 to 4000 daily | Weight gain, some thyroid problems | Increases in all foods, large amounts of regular diet, meals plus 3 in-between meal snacks |
| High-Iron | Foods high in iron | Anemia, blood loss, non-menopausal women | Liver and other meats from organs, lean meats, egg yolks, shellfish, dried fruits/beans, green leafy vegetables, lima beans, peanut butter, enriched breads/cereals |
| Low Cholesterol | Fat controlled, foods low in fat and prepared without adding fat | Heart/gallbladder/liver/pancreatic disease, disorders of fat digestion | Fat-free (skim) milk, buttermilk, cottage cheese, gelatin, sherbet, fruit, baked/broiled/roasted meat/poultry/fish, fat free broth/soup, margarine, rice, pasta, breads, cereals, vegetables, potatoes |
| High-Protein | Promotes tissue healing | Burns, high fever, infection | Meat, milk, eggs, cheese, fish, poultry, breads/cereals, green leafy vegetables |
| Sodium-Controlled | Sodium (salt) controlled | Heart/liver/some kidney diseases, fluid retention | Allowed: fruits/vegetables and unsalted butter; not allowed: highly salted foods and foods high in sodium, adding salt at the table; restricted: adding salt for seasoning while cooking |
| Diabetic Diet | Dependent upon individual needs, calories and carbohydrates carefully controlled, fats and proteins regulated | Diabetes | Right amounts and types of foods, at the right times, during mealtimes and snacks |

Module J – Nutrition Teaching Guide

Objectives

- Describe nutrition and hydration requirements for the older adult.
- Identify basic nutrients.
- Explain how to read and use the information from a Nutrition Facts label.
- Explain the use of the U.S. Department of Agriculture's (USDA's) MyPlate.
- Identify special diets ordered for the older adult based on particular illnesses or conditions.
- Calculate dietary intake, fluid intake, and output.
- Discuss nurse aide responsibilities related to dysphagia and prevention of aspiration, hydration and prevention of dehydration.
- Explain the nurse aide's role in enteral and parenteral nutrition.

Handouts – Duplicate one copy each per student.

- **#1J What's On Your Plate?**
- **#2J Special Diets**
- **#3J Flow Sheet for Documenting Intake and Output**
- **#4J Intake Conversion Chart for Serving Containers**

Instructional Resources/Guest Speakers

- A flow sheet for documenting intake and output from a local health care facility (Handout #3J)
- A dietary conversion chart for serving containers (i.e. tells how many mL in a coffee cup or soup bowl, etc.), from a local health care facility (Handout #4J)
- Procedure on how to determine and document diet consumption at meals, from a local health care facility – incorporate into this module at appropriate place (Teaching Tip #9J)

Supplies

- Scotch/cellophane tape or glue sticks per each group of students
- Scissors, magazines, several markers per each group of students, 1 sheet of construction paper or half-sheets of poster paper per each group of students (Activity #4J)
- Intake display (a medicine dropper – that shows 1 mL on it), plastic medicine cup – that shows 30 mL on it, an 8-ounce Styrofoam/paper cup, and 16-ounce Styrofoam/paper cup) (Teaching Tip #8J)
- Output display (graduates with varying amounts of urine – water colored with yellow food coloring, index cards) (Teaching Tip #10J)

Advance Preparation – In General

- Review curriculum and presentation materials
- Add examples or comments to Notes Section
- Set up computer/projector
- Establish internet connection
- Preview the following videos. Determine if you would like to add to the nutrition module.
 - **Make a Healthy Sandwich:** www.public.iastate.edu/~rlmartin/sandwich/ is a fun, quick interactive website that allows the students to build a sandwich and then find out the nutritional value of their choices. When you reach screen 8, you may choose to re-build the sandwich or create a new sandwich.
 - **Food Safety:** If you would like to add food safety to the nutrition module, you may choose to show the following music video:
www.youtube.com/watch?v=ZbH_mSk2dNk&feature=relmfu

Advance Preparation – Teaching Tips

- **#1J Video Opportunities (optional):** This Web site from the U.S. Food and Drug Administration (FDA) has several excellent, short videos that address the nutrition food label. Watch a few videos and determine if you would like to add a video to this section of your nutrition module:
www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm275409.htm#5_20_II.
Videos that are particularly good include:
 - *The 5-20 Rule Part 2*
 - *CSI (Calorie Scene Investigators)*
 - *Are You Smarter Than a Food Label?*
- **#3J Web site:** Familiarize self with the following Web site: www.choosemyplate.gov.
- **#4J Video Opportunities (optional):** Do a video search of a ChooseMyPlate using your favorite search engine (for example, yahoo videos or google videos) and decide whether you would like to show a video as a supplement.
- **#5J Web site:** Familiarize self with the following website:
www.choosemyplate.gov/downloads/mini_poster_English_final.pdf.
- **#8J Intake Display:** Create a display of a medicine dropper (that shows 1 mL on it), plastic medicine cup (that shows 30 mL on it), an 8-ounce Styrofoam/paper cup, and 16-ounce Styrofoam/paper cup.
- **#10J Output Display:** Create an output display of graduates with varying amounts of urine – water colored with yellow food coloring on a table; include the amounts for each on index cards.
- **#11J Calculation Worksheet:** Create a worksheet to do in class or as a homework assignment that includes various problems involving calculating intake (using facility equivalents for typical serving dishes/bowls/cups) and output.

- **#12J Quiz Suggestion:** Consider creating a quiz using five (5) or six (6) graduates with simulated urine for students to measure.

Advance Preparation – Activities

- **#1J Understanding and Using the Nutrition Facts Label:** Duplicate a copy of the activity sheet for each student.
- **#2J Evaluation of Various Foods and Beverages Using the Nutrition Facts Label:** Review the instructor guide carefully. The day before this module will be taught, ask each student to bring in two Nutrition Facts Labels from home. You need to bring in several different foods and beverages from home to show to students what Nutrition Facts Labels are and where they are located. Duplicate activity sheets front and back, one per student. Think about how you will pair up students (if there is an extra student without a pair, add the extra student to a group and create a group of three students. Just before class, on the chalk board/dry erase board, write the following headings: ↑ in Fats, ↓ in Fats, ↑ in Cholesterol, ↑ in Sodium, ↓ in Sodium, ↑ in Carbohydrates, ↑ in Protein, ↑ in Calcium, ↑ in Iron, ↑ in Fiber
- **#3J Choose MyPlate:** Duplicate a copy of the activity sheet for each student. Print the document on the landscape setting on the print instructions.
- **#4J Special Diets Collage:** Decide how to divide students into groups of 2 to 3 students. Prepare supplies for each group – a sheet of construction paper or a half-sheet of poster paper, tape/glue stick, scissors, a couple of markers, and several magazines.