

State-approved Curriculum
NURSE AIDE I TRAINING PROGRAM
July 2019
Module J



North Carolina Department of Health and Human Services
Division of Health Service Regulation
Health Care Personnel Education and Credentialing Section
NCDHHS is an equal opportunity provider and employer.

Module J – Nutrition Teaching Guide

Objectives

- Describe nutrition and hydration requirements for the older adult
- Identify basic nutrients
- 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
- 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 Choose My Plate**

Instructional Resources/Guest Speakers

Supplies

- *1 sheet of construction paper or poster paper and 2 or 3 markers per each group of students (Activity #4J)

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 video. Determine if you would like to add to the nutrition module.
 - **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

- **Web site:** Familiarize self with the following Web site:
www.choosemyplate.gov

- **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.

Advance Preparation – Activities

- ***#1J What's on your plate?**

Ask students to go to the following Website: <https://www.choosemyplate.gov/>
Ask students to use the reference material provided on this Website to determine what is on their plate during a typical evening meal.

Select 2 or 3 quizzes on the following Website and ask students to take those quizzes: <https://www.choosemyplate.gov/quiz>

- ***#2J Special Diets Project:** Divide students into groups of 2 to 3 students. Prepare supplies for each group – a sheet of construction paper or poster paper, and 2 or 3 markers. Assign a special diet to each group and have them present to the entire class. Ask students to either list, draw, or cut out pictures of foods that are allowable on the special diet assigned by the instructor. Require each group to select a team leader, who facilitates the process within the group, and a reporter, who holds up the poster and explains the foods allowed on the special diet assigned by the instructor, and which resident would be on that diet (i.e. ADA diet, low cholesterol, high fiber, low calorie, etc.).
- **#3J Choose MyPlate:** Duplicate a copy of the activity sheet for each student. Print the document on the landscape setting on the print instructions.

**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

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	
<p>(S-1) Title Slide (S-2 & S-3) Objectives</p> <ol style="list-style-type: none"> 1. Describe nutrition and fluid requirements for the older adult. 2. Identify basic nutrients. 3. Explain the use of the U.S. Department of Agriculture’s (USDA’s) MyPlate. 4. Identify special diets ordered for the older adult based on particular illnesses or conditions. 5. Discuss nurse aide responsibilities related to dysphagia and prevention of aspiration, hydration and prevention of dehydration. 6. Explain the nurse aide’s role in enteral and parenteral nutrition. 	
Content	Notes
<p>(S-4) Definitions</p> <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 	
<p>(S-5) Good Nutrition – Importance</p> <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 	
<p>(S-6) Good Nutrition – Characteristics</p> <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 	
<p>(S-7) Poor Nutrition – Characteristics</p> <ul style="list-style-type: none"> • Changes in weight • Poor skin color and appearance • Dull looking hair, eyes and skin • Irregular elimination habits 	

Module J – Nutrition and Fluids	
<ul style="list-style-type: none"> • Poor sleep patterns • Abnormal conditions, such as osteoporosis or anemia • Tired 	
<p>(S-8) Six Nutrients</p> <ul style="list-style-type: none"> • Water – the most essential nutrient for life • Fats – help the body store energy • Carbohydrates – supply the body with energy and extra protein • Protein – essential for tissue growth and repair and supply the body with energy • Vitamins – needed by the body to function • Minerals – help build bones, make hormones, and help in blood formation 	
<p>(S-9) Water</p> <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 	
<p>(S-10) Fats</p> <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 	
<p>(S-11) Carbohydrates</p> <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 	
<p>(S-12) Protein</p> <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 	
<p>(S-13) Vitamins and Minerals</p> <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 • Minerals <ul style="list-style-type: none"> ○ Help the body function normally ○ One mineral, calcium, keeps bones and teeth strong 	

Module J – Nutrition and Fluids	
<ul style="list-style-type: none"> ○ One mineral, iron, helps blood carry oxygen to all parts of the body 	
ACTIVITY #1J:	
<ul style="list-style-type: none"> • What’s on your plate? Ask students to go to the following website: https://www.choosemyplate.gov/ Ask students to use the reference material provided on this website to determine what is on their plate during a typical evening meal. • Ask students to take 2 to 3 quizzes on the following website: https://www.choosemyplate.gov/quiz 	
<p>(S-14) 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 	
<p>(S-15) Serving Size</p> <ul style="list-style-type: none"> • 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 <p>Examples – a bottle of soft drink or a bag of potato chips may have two or more servings</p>	
<p>(S-16) Methods to Determine Serving Size</p> <ul style="list-style-type: none"> • Weighing the food • Using the hand as a frame of reference 	
<p>(S-17) Methods to Determine Serving Size</p> <ul style="list-style-type: none"> • Using common objects as frames of reference <ul style="list-style-type: none"> ○ Postage Stamp ○ Deck of Cards 	
<p>(S-18) Serving Sizes Using the Hand</p> <ul style="list-style-type: none"> • Palm – 3 ounces (meat, poultry, fish) • Handful – 1 ounce (nuts, raisins, small candies) 	
<p>(S-19) Serving Sizes Using the Hand</p> <ul style="list-style-type: none"> • Woman’s fist – 1 cup (rice, fruit, veggies, cereal, pasta, baked potato) • 2 handfuls – 1 ounce (chips, popcorn, pretzels) 	
<p>(S-20) Serving Sizes Using the Hand</p> <ul style="list-style-type: none"> • Thumb – 1 ounce or 1 tablespoon (peanut butter, hard cheese) • Thumb tip – 1 teaspoon (cooking oil, mayo, butter, sugar) 	
<p>(S-21) Serving Size Using Common Objects</p> <ul style="list-style-type: none"> • Deck of cards – 3 ounces (meat, poultry, fish) • Baseball – 1 cup (rice, fruit, veggies, cereal, pasta) 	

<p>S-22) Serving Size Using Common Objects</p> <ul style="list-style-type: none"> • Tennis ball – 1 medium size fruit • Postage stamp – butter 	
<p>(S-23) Calories</p> <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 	
<p>(S-24) Review Answers to Activity #1J</p> <p>See answer sheet for Activity #1J</p>	
<p>*(S-25) ACTIVITY #2J: Evaluation of Various Foods and Beverages Using the Nutrition Facts Label – Check ingredients to detect food allergies</p> <p>Refer to teaching guide at the beginning of this module.</p>	
<p>(S-26) USDA’s MyPlate</p> <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 	
<p>*(S-27) USDA’s MyPlate</p> <ul style="list-style-type: none"> • Emphasizes vegetables, fruits, grains, protein, and low-fat dairy • 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 	
<p>TEACHING TIP: Web site</p> <p>Navigate www.chooseMyPlate.gov and orient class</p> <p>TEACHING TIP: 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 #3J: Choose MyPlate</p>	

<p>(S-28) USDA’s MyPlate</p> <ul style="list-style-type: none"> • Make half your plate fruits and vegetables • Vegetables – choose a variety of colored vegetables • Fruits – choose whole fruits – fresh, frozen, dried, or canned in 100% juice • *Grains – make half your grains whole grains • Dairy – choose low-fat or fat-free milk or yogurt • Protein – mix up your protein foods to include seafood, beans and peas, unsalted nuts and seeds, soy products, eggs, and lean meats and poultry 	
<p>(S-29) USDA’s MyPlate Healthy Choices</p> <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 	
<p>(S-30) USDA’s MyPlate Healthy Choices</p> <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 	
<p>(S-31) USDA’s MyPlate Healthy Choices</p> <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 	
<p>(S-32) USDA’s MyPlate Healthy Choices</p> <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 	
<p>(S-33) USDA’s MyPlate Healthy Choices</p> <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 	
<p>(S-34) USDA’s MyPlate Activity Plan</p> <ul style="list-style-type: none"> • Pick activities you like and do each for at least 10 minutes at a time 	

<ul style="list-style-type: none"> – 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 	
<p>ACTIVITY #3J: Choose MyPlate Concludes</p> <p>Tell students:</p> <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. • Now write down an activity you may enjoy doing several times a week using moderate effort. 	
<p>*(S-35) Age Related Changes Affecting Nutrition</p> <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 	
<p>(S-36) Age Related Changes Affecting Nutrition</p> <ul style="list-style-type: none"> • Constipation may occur • Taste and smell diminish • May require assistance with dining 	
<p>(S-37) The Diet Card</p> <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 	
<p>(S-38) The Regular Diet</p> <ul style="list-style-type: none"> • Ordered by the doctor • A basic, well-balanced diet • Without limits or restrictions 	
<p>(S-39) Special Diets</p> <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 (i.e. Celiac Disease), in preparation for procedures, or to meet nutritional needs 	

<p>(S-40) Cultural Food Preferences and Dietary Restrictions</p> <ul style="list-style-type: none"> • Culture influences dietary practices, food choices, and food preparation • Many Buddhists are vegetarians, but some may include fish in their diet • Some Christians, mostly Roman Catholics, do not eat meat on Fridays during Lent • Mormons may not drink alcohol, coffee, or tea. 	
<p>(S-41) Cultural Food Preferences and Dietary Restrictions</p> <ul style="list-style-type: none"> • Many Jewish people eat kosher foods, but do not eat pork, lobster, shrimp, or clams (shellfish). Kosher food is prepared according to Jewish dietary laws. Kosher and non-kosher foods cannot come into contact with the same plates. Jewish people who observe dietary laws may not eat meat at the same meal with dairy products. 	
<p>(S-42) Cultural Food Preferences and Dietary Restrictions</p> <ul style="list-style-type: none"> • Muslims do not eat pork. • *When consuming fowl it must be prepared according to their religious practice. • They may not drink alcohol. • Muslims observe regular periods of fasting as part of their religious practice. 	
<p>(S-43) Advanced Diet</p> <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 	
<p>HANDOUT #2J: Special Diets</p> <p>Distribute handout to class.</p> <p>TEACHING TIP: Special Diets Handout 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 Project</p> <ul style="list-style-type: none"> • Place students in groups of 2 or 3. 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, and 2 or 3 markers. Assign a special diet to each group and have them present to the entire class. Require each group to select a team leader, who facilitates the process within the group, and a reporter, who holds up and explains the poster to the class. 	

<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) 	
<p>(S-45) Other Forms of Nourishment</p> <ul style="list-style-type: none"> • Nurse is responsible for care of resident’s gastrostomy • Nurse aide must keep the head of bed elevated per facility policy • Nurse aide must be careful to not pull on the gastrostomy tube and to keep tube secure 	
<p>(S-46) Other Forms of Nourishment</p> <ul style="list-style-type: none"> • 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-47) 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 ○ Report amount resident ate or drank 	
<p>(S-48) 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 ○ Diet is nourishing, well-balanced tastes good 	
<p>(S-49) OBRA Dietary Requirements for Resident’s in Nursing Homes</p> <ul style="list-style-type: none"> • 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 	

<p>(S-50) OBRA Dietary Requirements for Resident’s in Nursing Homes</p> <ul style="list-style-type: none"> • 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-51) Dysphagia</p> <ul style="list-style-type: none"> • Dysphagia is difficulty in swallowing • With dysphagia, there is a danger in aspiration • 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 	
<p>*(S-52) Aspiration</p> <ul style="list-style-type: none"> • Aspiration (recall the definition) – the accidental breathing in of food, fluid, vomit, or other object into lungs • Can cause pneumonia or death • 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, 	

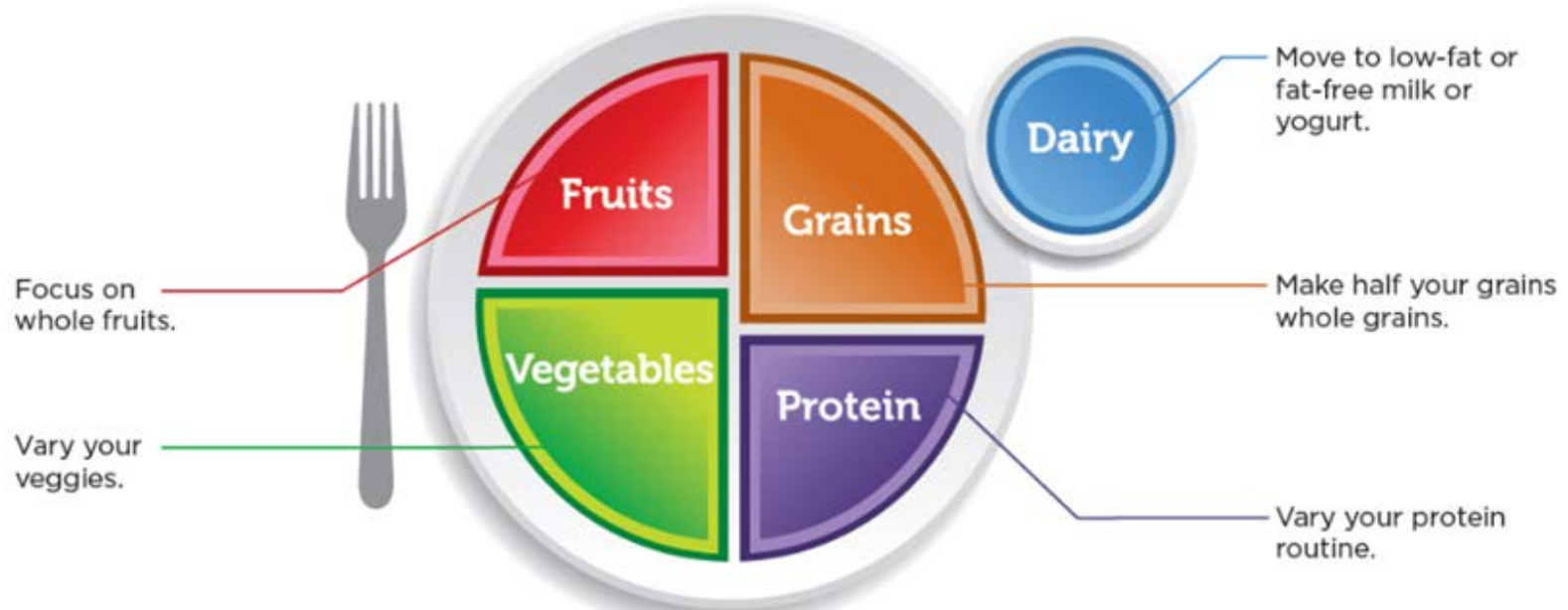
<p>clutching throat (classic sign of choking), cyanosis, shortness of breath or difficulty breathing; unconsciousness, complaints of chest pain or chest tightness</p> <ul style="list-style-type: none"> ○ Provide thickened liquids, per directive from nurse 	
<p>(S-53) Fluid Balance – Water</p> <ul style="list-style-type: 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 	
<p>(S-54) Fluid Balance</p> <ul style="list-style-type: none"> ● Needed for good health ● Amount of fluid taken in (intake) equals the amount of fluid lost (output) 	
<p>(S-55) Dehydration</p> <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 	

<ul style="list-style-type: none"> ○ Flushed face ○ 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-56) 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 	

Handout #1J What's on Your Plate?

MyPlate, MyWins: Make it yours

Find your healthy eating style. Everything you eat and drink over time matters and can help you be healthier now and in the future.





Choose **MyPlate**.gov



Limit the extras.
Drink and eat beverages and food with less sodium, saturated fat, and added sugars.



Create 'MyWins' that fit your healthy eating style.
Start with small changes that you can enjoy, like having an extra piece of fruit today.

Fruits	Vegetables	Grains	Dairy	Protein
<p>Focus on whole fruits and select 100% fruit juice when choosing juices.</p> <p>Buy fruits that are dried, frozen, canned, or fresh, so that you can always have a supply on hand.</p>	<p>Eat a variety of vegetables and add them to mixed dishes like casseroles, sandwiches, and wraps.</p> <p>Fresh, frozen, and canned count, too. Look for “reduced sodium” or “no-salt-added” on the label.</p>	<p>Choose whole-grain versions of common foods such as bread, pasta, and tortillas.</p> <p>Not sure if it’s whole grain? Check the ingredients list for the words “whole” or “whole grain.”</p>	<p>Choose low-fat (1%) or fat-free (skim) dairy. Get the same amount of calcium and other nutrients as whole milk, but with less saturated fat and calories.</p> <p>Lactose intolerant? Try lactose-free milk or a fortified soy beverage.</p>	<p>Eat a variety of protein foods such as beans, soy, seafood, lean meats, poultry, and unsalted nuts and seeds.</p> <p>Select seafood twice a week. Choose lean cuts of meat and ground beef that is at least 93% lean.</p>
<p>Daily Food Group Targets — Based on a 2,000 Calorie Plan <i>Visit SuperTracker.usda.gov for a personalized plan.</i></p>				
<p>2 cups</p> <p><i>1 cup counts as:</i></p> <ul style="list-style-type: none"> 1 large banana 1 cup mandarin oranges ½ cup raisins 1 cup 100% grapefruit juice 	<p>2½ cups</p> <p><i>1 cup counts as:</i></p> <ul style="list-style-type: none"> 2 cups raw spinach 1 large bell pepper 1 cup baby carrots 1 cup green peas 1 cup mushrooms 	<p>6 ounces</p> <p><i>1 ounce counts as:</i></p> <ul style="list-style-type: none"> 1 slice of bread ½ cup cooked oatmeal 1 small tortilla ½ cup cooked brown rice ½ cup cooked grits 	<p>3 cups</p> <p><i>1 cup counts as:</i></p> <ul style="list-style-type: none"> 1 cup milk 1 cup yogurt 2 ounces processed cheese 	<p>5½ ounces</p> <p><i>1 ounce counts as:</i></p> <ul style="list-style-type: none"> 1 ounce tuna fish ¼ cup cooked beans 1 Tbsp peanut butter 1 egg
<p>Water</p> 	<p>Drink water instead of sugary drinks.</p> <p>Regular soda, energy or sports drinks, and other sweet drinks usually contain a lot of added sugar, which provides more calories than needed.</p>		<p>Activity</p> 	<p>Don't forget physical activity!</p> <p>Being active can help you prevent disease and manage your weight.</p> <p>Kids ≥ 60 min/day Adults ≥ 150 min/week</p>



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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-crusted 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
Gluten Free	Free of gluten, which is a protein found in wheat,	Celiac Disease	Avoid foods containing wheat flour, such as tortilla, crackers, breads, cakes, pastas and cereals. Some sauces and dressings also

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	rye, and barley.		contain wheat. Hot dogs, broth, candy, and medication may also contain gluten.
Vegetarian Diets: • Lacto-ovo	Excludes all meats, fish, and poultry, but allows eggs and dairy products	Diabetes Obesity Religious reasons Dislike of meat Compassion for animals Belief in nonviolence Financial issues	Avoid meats, fish, and poultry.
Vegetarian Diets: • Lacto-vegetarian	Excludes all meats, fish, poultry, and eggs, but allows dairy products.	Diabetes Obesity Religious reasons Dislike of meat Compassion for animals Belief in nonviolence Financial issues	Avoid meats, fish, poultry, and eggs.
Vegetarian Diets: • Vegan	Excludes all meats, fish, poultry, eggs, and dairy products, along with all foods that are derived from animals.	Diabetes Obesity Religious reasons Dislike of meat Compassion for animals Belief in nonviolence Financial issues	Avoid all meats, fish, poultry, eggs, dairy products, and all foods that are derived from animals.

Two-page Instructor Resource for Activity #2J (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

<p>Foods High in Fats</p> <ul style="list-style-type: none"> • Meats • Butter, shortening, lard, oils • Milk • Cheese • Egg yolks • Nuts 	<p>Foods Low in Fats</p> <ul style="list-style-type: none"> • Skim milk • Cottage cheese • Lean meat, poultry, fish (baked) • Vegetables • Fruits 	<p>Foods High in Cholesterol (Hint: Comes from Animals)</p> <ul style="list-style-type: none"> • Eggs • Liver, whole milk, dairy products • Butter, cream • Shrimp • Duck and goose
<p>Foods High in Salt (Sodium)</p> <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, 	<p>Foods Low in Salt (Sodium)</p> <ul style="list-style-type: none"> • Fruits • Vegetables • Unsalted butter 	<p>Foods High in Protein</p> <ul style="list-style-type: none"> • Meats • Fish • Poultry • Eggs • Milk and milk products • Beans and peas • Nuts • Green leafy vegetables

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<ul style="list-style-type: none"> • corn chips, potato chips, crackers • Baked goods – biscuits, muffins, cake, cookies, pie 		
<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 #3J

