

**Module 11: Nutrition****Minimum Number of Theory Hours: 2****Recommended Clinical Hours: 6****Statement of Purpose:**

The purpose of this unit is to examine the body's need for food and the effect of food on the body. This module includes the basic food groups, nutrients, and common therapeutic diets, as well as ways to assist a resident to meet nutrition and hydration needs.

**Terminology:**

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|--|---------------------------|--|
| 1. Allergy                             | 19. Emesis                | 38. Mechanical soft diet                           |
| 2. American Dietetic Association (ADA) | 20. Enteral feeding       | 39. Mineral  |
| 3. Amino acid                          | 21. Essential nutrient    | 40. Nasogastric tube                               |
| 4. Anorexia                            | 22. Exchange list         | 41. Nutrient                                       |
| 5. Aspiration                          | 23. Expectorate           | 42. Nutrition                                      |
| 6. Bland diet                          | 24. Fats                  | 43. Over-hydration                                 |
| 7. Carbohydrate                        | 25. Fiber                 | 44. Parenteral nutrition                           |
| 8. Cellulose                           | 26. Fluid                 | 45. Percutaneous endoscopic gastrostomy tube (PEG) |
| 9. Cholesterol                         | 27. Force fluids          | 46. Pocketing                                      |
| 10. Clear liquid diet                  | 28. Full liquid diet      | 47. Protein  |
| 11. Clothes protector                  | 29. Gastrostomy tube      | 48. Pureed diet                                    |
| 12. Dehydration                        | 30. Gavage                | 49. Restrict fluid                                 |
| 13. Diaphoresis                        | 31. Graduate              | 50. Soft diet                                      |
| 14. Dietician                          | 32. Hydration             | 51. Therapeutic diet                               |
| 15. Digestion                          | 33. Hyperalimentation     | 52. Thickened liquid                               |
| 16. Diuresis                           | 34. Intake & output (I&O) | 53. Total Parenteral Nutrition (TPN)               |
| 17. Dysphagia                          | 35. Intravenous infusion  | 54. Vitamin  |
| 18. Edema                              | 36. Low fat diet          |  |
|  | 37. Low sodium diet       |  |

**Performance Standards (Objectives):**

Upon completion of two (2) hours of class plus homework assignments and six (6) hours of clinical experience, the learner will be able to:

1. Define key terminology.
2. Discuss the body's need for food and fluids.
3. List common nutrients and their food sources.
4. Describe the My Pyramid food guidance system.
5. Describe the vegan basic four food groups.
6. Discuss nutritional and fluid needs of the elderly.
7. Describe therapeutic diets commonly ordered for residents and the responsibilities of the Nurse Assistant.
8. Describe proper techniques for feeding residents.
9. Discuss cultural and religious influences on dietary practices.
10. Identify alternative ways to administer nutrition.

**References:**

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Content Outline	Recommended Teaching Strategies and Assignments	Clinical Demonstration/ Method of Evaluation
<p><b>Objective 1</b>  <b>Define Key Terminology</b></p> <p>A. Review the terms listed in the terminology section.  B. Spell the listed terms accurately.  C. Pronounce the terms correctly.  D. Use the terms in their proper context.</p>	<p>A. Lecture/Discussion  B. Games: word searches, crossword puzzles, Family Feud, Jeopardy, bingo, spelling bee, hangman, and concentration.  C. Encourage use of internet, medical dictionary, and textbooks.  D. Create flashcards for learning purposes.  E. Handout 11.1a- Nutrition Crossword Puzzle.  F. Handout 11.1b- Nutrition Crossword Puzzle KEY.</p>	<p>A. Have students select five words from the list of key terminology and write a sentence for each defining the term.  B. Administer vocabulary pre-test and post-test.  C. Uses appropriate terminology when charting and reporting to licensed personnel.</p>
<p><b>Objective 2</b>  <b>Discuss the body's need for food and fluids.</b></p> <p>A. The body depends upon foods and fluids to</p> <ol style="list-style-type: none"> <li>1. Provide energy for daily living and bodily functions.</li> <li>2. Promote growth and repair of tissue.</li> <li>3. Provide necessary substances for regulation of bodily functions.</li> <li>4. Meet a basic physiological need for survival.</li> </ol> <p>B. Nutrition is the science of food and its relationship to health.  C. A balanced diet is</p> <ol style="list-style-type: none"> <li>1. Essential to good health.</li> <li>2. Composed of sufficient nutrients to meet the body's daily</li> </ol>	<p>A. Lecture/Discussion  B. Have students share their beliefs about nutrition and malnutrition.</p>	<p>A. Written test</p>

requirements. 3. Sufficient in amount of fluids (approximately 1500 milliliters per day minimum for an adult).		
<b>Objective 3</b> <b>List common nutrients and their food sources.</b> A. Nutrients, their food sources, and functions <ol style="list-style-type: none"> <li>1. Carbohydrates             <ol style="list-style-type: none"> <li>a. Grains, pastas, breads, cereals, fruits, vegetables.</li> <li>b. Main source of energy.</li> <li>c. Provides dietary fiber.</li> </ol> </li> <li>2. Proteins             <ol style="list-style-type: none"> <li>a. Eggs, milk, meat, fish, nuts, poultry, cheese, beans, peanut butter, and soy products.</li> <li>b. Essential for tissue growth and repair.</li> <li>c. Made up of amino acids.</li> </ol> </li> <li>3. Fats             <ol style="list-style-type: none"> <li>a. Oils, milk, cream, cheese, meat, fats, butter, mayonnaise.</li> <li>b. Provide energy, carry vitamins, conserve body heat, and protect internal organs.</li> </ol> </li> <li>4. Vitamins             <ol style="list-style-type: none"> <li>a. Found in almost all foods, especially vegetables and fruits.</li> <li>b. Do not contain calories.</li> <li>c. Essential for building and repairing body tissues, assisting in regulation of body functions.</li> </ol> </li> <li>5. Minerals             <ol style="list-style-type: none"> <li>a. Found in almost all foods.</li> <li>b. Do not contain calories.</li> <li>c. Essential for regulation of body functions, building and repairing body tissue.</li> </ol> </li> <li>6. Dietary fiber             <ol style="list-style-type: none"> <li>a. Raw fruits and vegetables, whole grain breads and cereals.</li> </ol> </li> </ol>	A. Lecture/Discussion B. Handout 11.3a-Food Content Exercise. C. Handout 11.3b- Food Content Exercise KEY. D. Have student bring in empty, labeled food containers. Review labels, identifying nutrients and calories per container and per serving.	A. Written test

<p>b. Provides bulk to assist in maintaining normal bowel elimination.</p> <p>7. Fluids</p> <p>a. Water, juices, other beverages.</p> <p>b. May or may not provide calories and nutrients.</p> <p>c. Water is essential for normal body functioning.</p> <p>d. All chemical reactions in the body take place in water.</p>		
<p><b>Objective 4</b>  <b>Describe the My Plate food guidance system.</b></p> <p>A. Grain Group</p> <ol style="list-style-type: none"> <li>Whole grain bread, cereal, crackers, rice and pasta group.</li> <li>Minimum 5-6 ounces/day (women), 6-8 ounces/day (men).</li> </ol> <p>B. Vegetable Group</p> <ol style="list-style-type: none"> <li>Eat more dark green and orange vegetables, dry beans and peas.</li> <li>Minimum 2-2 ½ cups/day (women), 2 ½-3 cups (men).</li> </ol> <p>C. Fruit Group</p> <ol style="list-style-type: none"> <li>Fresh, frozen, canned or dried fruits.</li> <li>Limit fruit juices.</li> <li>Minimum 1 ½-2 cups/day (women), 2 cups (men).</li> </ol> <p>D. Dairy Group</p> <ol style="list-style-type: none"> <li>Milk, yogurt, cheese.</li> <li>Choose low fat or non-fat.</li> <li>Minimum 3 cups/day (women and men).</li> </ol> <p>E. Protein</p> <ol style="list-style-type: none"> <li>Meat, poultry, fish, dry beans, eggs, and nuts.</li> <li>Minimum 5-5 ½ ounces/day (women), 5 ½-6 ½ ounces/day (men).</li> </ol> <p>F. Oil Group</p> <ol style="list-style-type: none"> <li>Make most oil choices from fish, nuts and vegetable oil.</li> <li>Limit solid fats such as butter, lard, and shortening.</li> <li>5-6 teaspoons/day (women), 6-7 teaspoons/day (men).</li> </ol>	<p>A. Lecture/Discussion</p> <p>B. Internet Activity: Go to <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a> for resources to download.</p> <p>C. Assignment: Have students keep a food journal, listing all food and fluids taken in over a 24 hour period. Do this for one weekday and one weekend day.</p> <ul style="list-style-type: none"> <li>Compare diets for the two days.</li> <li>Use <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a> website to identify categories of food.</li> <li>Comment on what influenced diet choices, desired changes, and ideas for making changes.</li> </ul>	<p>A. Written test</p>

<p><b>Objective 5</b>  <b>Describe the vegan basic four food groups.</b></p> <p>A. Vegetarian diet</p> <ol style="list-style-type: none"> <li>1. Excludes meat including game and slaughter by-products; fish, shellfish and other sea animals; poultry.</li> <li>2. Variations may include or exclude milk, fish, eggs, and honey.</li> </ol> <p>B. Vegan diet excludes all animal products including milk, fish, eggs and honey.</p> <p>C. The vegan basic four food groups</p> <ol style="list-style-type: none"> <li>1. Whole grains – 5 or more servings each day.</li> <li>2. Vegetables – 3 or more servings each day.</li> <li>3. Fruits – 3 or more servings each day.</li> <li>4. Legumes – 2-3 servings each day.</li> </ol>	<p>A. Lecture/Discussion  B. Handout 11.5 - Vegan Diet.</p>	<p>A. Written test</p>
<p><b>Objective 6</b>  <b>Discuss nutritional and fluid needs of the elderly.</b></p> <p>A. Age-related changes affecting nutritional needs of the elderly</p> <ol style="list-style-type: none"> <li>1. Fewer calories may be needed if resident is less active.</li> <li>2. Additional vitamins and minerals may be required due to digestive disturbances.</li> <li>3. Medications may interfere with fluid balance, digestion and nutrient use.</li> <li>4. Poor oral hygiene, loss of teeth, and ill-fitting dentures may lead to poor nutrition.</li> <li>5. Ability to taste foods may be diminished.</li> <li>6. Many common diseases interfere with eating and/or the ability to use nutrients.</li> <li>7. Social isolation may interfere with appetite and the body's utilization of nutrients.</li> <li>8. A resident may need nutritional supplements (such as Ensure or Boost) one to three times a day to meet daily nutrient requirements.</li> </ol> <p>B. Specific food allergies</p>	<p>A. Lecture/Discussion  B. Identify and discuss common food and food allergies.</p>	<p>A. Written test  B. Identifies specific residents experiencing age-related changes in nutritional needs and reports to licensed nurse.  C. Reports specific allergies to licensed nurse.</p>

<ol style="list-style-type: none"> <li>1. Know resident's allergies.</li> <li>2. Check every tray served.</li> <li>3. Check for new allergies.</li> <li>4. Check for food additive allergies such as peanuts, shellfish, and wheat.</li> <li>5. Check for lactose intolerance.</li> </ol> <p>C. Factors affecting resident's food choices</p> <ol style="list-style-type: none"> <li>1. Likes and dislikes.</li> <li>2. Facility food service menus and options.</li> <li>3. Medical restrictions.</li> <li>4. Culture.</li> <li>5. Religious beliefs.</li> </ol>		
<p><b>Objective 7</b>  <b>Describe therapeutic diets commonly ordered for residents and the responsibilities of the Nurse Assistant.</b></p> <p>A. Therapeutic (special) diets most commonly ordered</p> <ol style="list-style-type: none"> <li>1. Low sodium.</li> <li>2. Diabetic.</li> <li>3. Low fat.</li> <li>4. Low cholesterol.</li> <li>5. Liquid             <ol style="list-style-type: none"> <li>a. Clear Liquid.</li> <li>b. Full liquid.</li> <li>c. Thickened liquids                 <ol style="list-style-type: none"> <li>1) Nectar thick.</li> <li>2) Honey thick.</li> </ol> </li> </ol> </li> <li>6. Bland.</li> </ol> <p>B. Special consistency</p> <ol style="list-style-type: none"> <li>1. Mechanical soft; prepared to require very little chewing.</li> <li>2. Pureed; food that has been processed in a blender for easier swallowing and digestion. Requires little to no chewing.</li> <li>3. Soft; liquid or semi-solid foods that are easily digested.</li> </ol>	<ol style="list-style-type: none"> <li>A. Lecture/Discussion</li> <li>B. Create a Jeopardy Game using content items from previous objectives.</li> <li>C. Review foods and fluids allowed and restricted on each therapeutic diet.</li> <li>D. Discuss the nutritional adequacy of each therapeutic diet.</li> <li>E. Arrange conference with Speech Therapy and Occupational Therapy to discuss services.</li> </ol>	<ol style="list-style-type: none"> <li>A. Written test</li> <li>B. Correctly identify all residents, check diet card for name, diet order, specific instructions and allergies.</li> <li>C. Accurately record all resident food and fluid intake.</li> <li>D. Reports significant changes in resident's dietary habits to licensed nurse.</li> </ol>



<p>C. Responsibilities of the Nurse Assistant</p> <ol style="list-style-type: none"> <li>1. Make sure all residents receive their ordered diet.</li> <li>2. Check arm bands against names on trays at each meal.</li> <li>3. Report any problems related to diet such as food or liquid preferences, difficulty chewing or swallowing, nausea or vomiting, anorexia, food intolerances.</li> <li>4. Open containers on tray as needed.</li> <li>5. Assist nurses, dieticians, and physicians in evaluating fluid balance through accurate monitoring and documentation of intake and output.</li> <li>6. Calculate and record food intake according to facility guidelines.</li> <li>7. Determine reason for any tray or food refusal, offer alternates as allowed.</li> <li>8. If alternate is refused, report refusal to licensed nurse.</li> <li>9. Do not offer extra food or condiments without checking with licensed nurse.</li> <li>10. Serve hot foods hot and cold foods cold.</li> <li>11. Do not mix pureed foods.</li> <li>12. Always check trays to monitor percentage of diet eaten.</li> <li>13. Always have resident in an upright position when eating unless otherwise ordered.</li> </ol>		
<p><b>Objective 8</b>  <b>Describe proper techniques for feeding residents.</b></p> <p>A. Proper techniques for feeding residents</p> <ol style="list-style-type: none"> <li>1. Provide a comfortable and enjoyable atmosphere. <ol style="list-style-type: none"> <li>a. Sit at resident's eye level.</li> <li>b. Maintain a positive attitude when assisting resident with feeding.</li> <li>c. Encourage residents to participate as able (holding bread, picking up juice cup, moving fork to mouth after food is put on it).</li> </ol> </li> </ol>	<p>A. Lecture/Discussion</p> <p>B. Activity: Have students feed each other and simulate sensory impairments by wearing a blindfold, applying light coat of Vaseline to eye glasses, or placing cotton in ears. Then</p>	<p>A. Written test</p> <p>B. Identify symbols used to identify high risk residents.</p> <p>C. Utilizes proper feeding techniques for resident with or without difficulty swallowing.</p>

<ul style="list-style-type: none"> <li>d. Allow resident to set the pace as much as possible.</li> <li>e. Do not rush.</li> <li>2. Provide assistance as needed using adaptive equipment as indicated.</li> <li>3. Serve residents in their rooms if unable to join other residents in the dining area.</li> <li>4. Serve residents in dining room if at all possible.</li> <li>5. Alternate liquids and solid foods.</li> <li>6. Check swallowing before resident eats or is fed.</li> <li>7. Feed by placing food on unaffected side if applicable.</li> <li>B. Prevention of choking <ul style="list-style-type: none"> <li>1. Identify residents who are at high risk for dysphagia and choking. <ul style="list-style-type: none"> <li>a. Cerebrovascular accident (stroke).</li> <li>b. Neurological disease.</li> <li>c. Trauma to head, neck, or throat.</li> <li>d. Dementia.</li> </ul> </li> <li>2. Supervise closely when eating.</li> <li>3. Follow resident's individual feeding plans.</li> <li>4. Cut food into small pieces, offer in small amounts, wait until each portion is chewed and swallowed before more is given.</li> <li>5. Notify licensed nurse if signs of dysphagia are observed <ul style="list-style-type: none"> <li>a. Long intervals before swallowing.</li> <li>b. Swallowing several times with each bite.</li> <li>c. Frequent throat clearing.</li> <li>d. Difficulty handling foods and fluids in mouth.</li> <li>e. Wet gurgling voice.</li> <li>f. Pocketing food.</li> <li>g. Excessive drooling.</li> <li>h. Resident feels that food is sticking in mouth or throat</li> </ul> </li> <li>6. Proceed at the resident's pace. Do not rush.</li> <li>7. Keep resident in an upright position during and 30 minutes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>change roles.</li> <li>C. Discuss the impact of sensory deprivation on appetite and enjoyment, the experience of feeding and being fed, if the feeder followed proper techniques.</li> <li>D. Suggest using individual containers of pudding, Jello or yogurt.</li> <li>E. Practice can also include liquids with and without straws.</li> <li>F. Manual Skill 11.8a- Preparing the Resident for Meal time.</li> <li>G. Manual Skill 11.8b- Feeding a Resident Who Cannot Feed Self.</li> <li>H. Manual Skill 11.8c- Assisting the Resident Who Can Feed Self.</li> <li>I. Review Manual Skill 12.4; Choking Victim- Conscious and Unconscious.</li> </ul>	
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after eating. 8. Sit at eye level while feeding a resident. 9. Thicken liquids if resident has difficulty swallowing (as ordered). 10. Assist resident in using appropriate adaptive equipment. C. Recognition of signs of choking 1. Universal sign of choking is hand(s) to throat. 2. Inability to speak, cough or breathe. 3. Cyanosis, especially of lips, skin, nails. 4. Loss of consciousness.		
<b>Objective 9</b> <b>Discuss cultural and religious influences on dietary practices.</b> A. Dietary practices affiliated with religions and/or cultures. B. Ask all residents if they have any food preferences. C. Ask family of non-communicative residents about food preferences. D. If allowed, encourage family to bring in ethnic and cultural foods. E. Avoid making assumptions regarding food likes and dislikes.	A. Lecture/Discussion B. List and discuss current knowledge of cultural and religious influences on dietary practices. C. Ask students to search internet and share resources with the class. D. Activity: Plan a potluck of various ethnic foods and share recipes.	A. Written test B. Ask resident about food preferences and practices. Document and report appropriately.
<b>Objective 10</b> <b>Identify alternative ways to administer nutrition.</b> A. Tube feedings 1. Ordered by the doctor when a resident is unable to eat. 2. Started by a licensed nurse. 3. Nurse Assistant's responsibility a. Monitor for pressure on or kinking of tubing. b. Monitor the level of feeding and report when low. c. Keep head of bed elevated at least 20°– 30° at all times. d. Do not lower bed even when repositioning resident.	A. Lecture/Discussion B. Show samples of tube.	A. Written test B. Observe and record intake from a gastric tube feeding.

<ul style="list-style-type: none"> <li>e. Never turn off pump; notify licensed nurse of alarm.</li> <li>f. Notify licensed nurse of signs or symptoms of aspiration.</li> </ul> <p>B. Intravenous infusion</p> <ul style="list-style-type: none"> <li>1. Ordered by the physician.</li> <li>2. Started and monitored by a licensed nurse according to facility policy.</li> <li>3. Nurse Assistant's responsibility <ul style="list-style-type: none"> <li>a. Make sure there are no kinks, twisting, pressure or obstruction of IV tubing.</li> <li>b. Report the following <ul style="list-style-type: none"> <li>1) Alarm ringing on IV.</li> <li>2) Complaints of pain or burning at the IV site.</li> <li>3) Swelling or redness at the IV site.</li> <li>4) Fever.</li> <li>5) Difficulty breathing.</li> <li>6) Bleeding or leakage of fluid at the IV site.</li> <li>7) Disconnected IV tubing.</li> <li>8) Empty IV fluid container.</li> </ul> </li> <li>c. Nurse Assistant should never adjust or turn off IV monitoring equipment.</li> <li>d. Make sure resident and family do not handle, adjust, or stop infusion.</li> </ul> </li> </ul>		
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**Sample Test: Module 11- Nutrition**

1. How much fluid should the average adult take in each day?
  - A. 800 ounces.
  - B. 1,500 milliliters.
  - C. 2,500 milliliters.
  - D. 4,000 milliliters.
  
2. Liquid nutritional supplements are offered:
  - A. Between meals.
  - B. To anyone who wants them.
  - C. Warm.
  - D. On meal trays.
  
3. Approximately how much daily urine output is normal for an average adult?
  - A. 800 ounces.
  - B. 1,500 milliliters.
  - C. 2,500 milliliters.
  - D. 4,000 milliliters.
  
4. Accurate recording of fluid intake includes:
  - A. Only the fluid given in the resident's room.
  - B. Only the fluid that the nurse gives with medicine.
  - C. Only the fluid that comes on the dietary tray.
  - D. All fluid the resident consumes during a shift.
  
5. Which abbreviation is used most frequently to measure fluid intake and output?
  - A. ml.
  - B. kg.
  - C. cm.
  - D. mmHg.

6. After totaling the intake and output at the end of a shift, the Nurse Assistant realizes that a resident's intake is 1200 milliliters and output is 325 milliliters. What is the best action for the Nurse Assistant at this time?
  - A. Record this information on the appropriate form.
  - B. Re-total the intake and output because it is probably an error.
  - C. Report the information to the charge nurse.
  - D. Offer the resident additional fluids.
7. A resident has a gastrostomy tube. The Nurse Assistant knows that this is:
  - A. A tube inserted through the nose to the stomach for feeding.
  - B. The same as total parenteral nutrition (TPN).
  - C. A tube inserted through the abdominal wall into the stomach for feeding.
  - D. A tube that introduces high-density nutrients into a large vein.
8. When caring for a resident who receives tube feedings the Nurse Assistant must always:
  - A. Elevate the head while the feeding is infusing.
  - B. Change the bag at the end of a shift.
  - C. Check the placement of the tube.
  - D. Position the resident in the orthopneic position for each feeding.
9. Which of the following is included in a clear liquid diet?
  - A. Chicken noodle soup.
  - B. Liquid nutritional supplement.
  - C. Flavored gelatin.
  - D. Milk.
10. Why is accurate recording of the food consumption of a resident with diabetes important?
  - A. Diet and insulin must balance to maintain a healthy protein level.
  - B. A diabetic resident should not consume more than 2,600 calories per day.
  - C. The diabetic diet may be balanced by insulin or diabetic medications.
  - D. Diabetics must consume an adequate amount of sugar at each meal.

11. A sign that states NPO is posted on the door of a resident. This means that the resident should:
- A. Not be fed.
  - B. Not have physical and occupational therapies.
  - C. Have intake only through a nasogastric or gastrostomy tube.
  - D. Have nothing by mouth.
12. A resident has to order "Force Fluids." What is the best way to follow this order?
- A. Force the resident to drink a glass of water every hour.
  - B. Encourage the resident to take in as much fluid as possible.
  - C. Force the resident to drink 8-10 glasses of water every day.
  - D. Encourage the resident to drink only water.
13. What action is essential before serving a meal tray to a resident?
- A. Check the diet card and resident identification.
  - B. Wash hands and put on a hairnet.
  - C. Have the resident go to the bathroom and wash hands.
  - D. Put on a pair of gloves.
14. Hot liquids are best tested by:
- A. Inserting a thermometer into the center of the liquid.
  - B. Placing a few drops of liquid on the resident's wrist.
  - C. Placing a few drops of liquid on the Nurse Assistant's wrist.
  - D. Touching the outside of the dish or cup.
15. When feeding a resident who has had a stroke the Nurse Assistant will most correctly:
- A. Place food as far back on the tongue as possible.
  - B. Place food in the unaffected side of the mouth.
  - C. Place food in the affected side of the mouth.
  - D. Place food on the center of the tongue.

16. A sign of dysphagia is:
- A. Shallow respirations.
  - B. Difficulty breathing.
  - C. Difficulty swallowing liquids.
  - D. Difficulty speaking.
17. Food thickeners are designed to:
- A. Slow food intake into the mouth.
  - B. Slow the movement of fluids through the esophagus.
  - C. Provide a thicker mass for swallowing to help prevent choking.
  - D. Increase the number of calories the resident consumes.
18. While feeding a resident, a Nurse Assistant is observed doing all the following actions. Which of the following is not correct?
- A. Standing at eye level.
  - B. Alternating liquid and solid food.
  - C. Only using a spoon for solids.
  - D. Feeding the resident in his room.
19. The Omnibus Budget Reconciliation Act (OBRA) includes all of the following requirements for food served in long-term care facilities except:
- A. Food must smell and taste good.
  - B. A resident must receive at least three meals a day.
  - C. Hot food must be served hot, and cold food must be served cold.
  - D. Special eating equipment and utensils must be provided by the resident or family.
20. A resident with a feeding tube is usually:
- A. On a regular liquid diet.
  - B. In a terminal condition.
  - C. Not allowed food or liquids by mouth (NPO).
  - D. Receiving an intravenous infusion (IV).



21. A resident begins to cough during lunch in the dining room. No licensed nurses are in the room. Upon observing this, the Nurse Assistant will first:

- A. Place the resident on the floor and open the airway.
- B. Raise the resident's arms over their head.
- C. Offer the resident a glass of water.
- D. Ask the resident if they can speak.

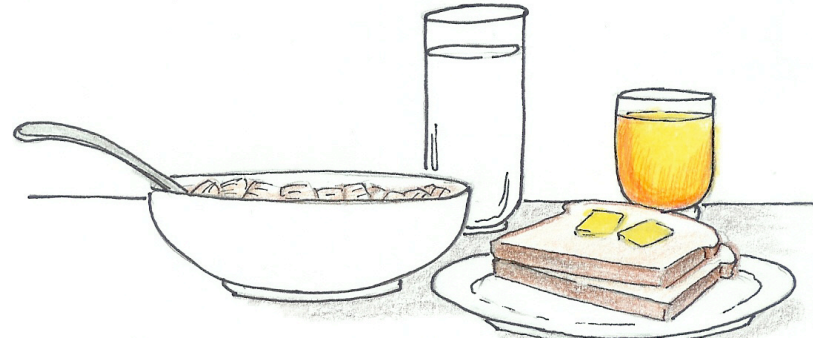
**Matching: Match the following definitions with the correct term.**

- A. Difficulty Swallowing.
- B. Process of converting food into a form that can be used by the body.
- C. Excessive water loss.
- D. Process by which the body uses food for growth and repair and to maintain health.
- E. Substance that causes sensitivity.
- F. Vomit.

- 22. \_\_\_\_ Allergen
- 23. \_\_\_\_ Dehydration
- 24. \_\_\_\_ Digestion
- 25. \_\_\_\_ Dysphagia
- 26. \_\_\_\_ Emesis
- 27. \_\_\_\_ Nutrition

28. A resident was served the foods seen here. The resident ate all of the cereal, one slice of bread and butter, and drank all of the milk. Approximately what percentage of the breakfast was eaten?

- A. 25%
- B. 50%
- C. 75%
- D. 100%



**Sample Test Answers: Module 11**

- |       |       |
|-------|-------|
| 1. B  | 15. B |
| 2. A  | 16. C |
| 3. B  | 17. C |
| 4. D  | 18. A |
| 5. A  | 19. D |
| 6. C  | 20. C |
| 7. C  | 21. D |
| 8. A  | 22. E |
| 9. C  | 23. C |
| 10. C | 24. B |
| 11. D | 25. A |
| 12. B | 26. F |
| 13. A | 27. D |
| 14. C | 28. B |

**MANUAL SKILL: Preparing the Resident for Mealtime**

**EQUIPMENT:**

Bedpan/urinal if needed  
Clothes protector  
Food tray  
Soap and water if needed  
Tooth brush and Toothpaste  
Towel  
Washcloth

**BEGINNING STEPS:**

1. Wash hands.
2. Knock and pause before entering the resident's room.
3. Introduce self.
4. Identify resident.
5. Explain procedure to patient speaking clearly, slowly, and directly. Maintain face to face contact whenever possible.
6. Gather equipment.
7. Provide for privacy with a curtain, screen, or door.
8. Wear gloves due to contact with body secretions.

**SKILL STEPS:**

1. Offer bedpan or assist resident to bathroom.
2. Provide water, soap, and towel to wash hands and face.
3. Provide oral hygiene.
4. Encourage resident to join other residents for dining experience.
5. Clear and wipe off overbed table, if resident will stay in room.
6. Remove unpleasant items from resident's sight.
7. Be sure resident is in a safe and upright position.

**ENDING STEPS:**

1. Clean and return equipment and supplies, if applicable.
2. Remove gloves (without contaminating self) into waste container and wash hands.
3. Position resident comfortably.
4. Place call light within reach.
5. Lower bed to safe position for the resident.
6. Leave room neat.
7. Wash hands.
8. Document.
9. Report abnormal findings to licensed nurse.

**MANUAL SKILLS: Feed Resident Who Cannot Feed Self**

**Equipment:**

Bedpan/urinal if needed  
Food and beverage tray  
Hand wipes  
Silverware  
Soap and water if needed  
Tooth brush and toothpaste

**Beginning Steps:**

1. Wash hands.
2. Knock and pause before entering the resident's room.
3. Introduce self.
4. Identify resident.
5. Gather equipment, if applicable.
6. Provide for privacy with a curtain, door, or screen.

**Skill Steps:**

1. Explain procedure speaking clearly, slowly, and directly. Maintain face-to-face contact whenever possible.
2. Before feeding, look at name card on tray and ask resident to state name.
3. Before feeding, position resident in an upright sitting position (75-90 degrees).
4. Places tray where it can be easily seen by resident.
5. Candidate cleans resident's hands with hand wipe before beginning feeding.
6. Candidate sits facing resident during feeding.
7. Tells resident what foods are on the tray and asks what resident would like to eat first.
8. Using spoon, offers resident one bite of each type of food on tray, telling resident the content of each spoonful.
9. Offers beverage at least once during meal.
10. Candidate asks resident if they are ready for next bite of food or sip of beverage.
11. At end of meal, candidate cleans resident's mouth and hands with wipes.

12. Removes food tray and places tray in designated dirty supply area.
13. Signaling device is within resident's reach.
14. After completing skill, washes hands.

**Ending Steps:**

1. Clean and return equipment and supplies, if applicable.
2. Position resident comfortably.
3. Lower bed to safe position for the resident.
4. Leave room neat.
5. Wash hands.
6. Document.
7. Report abnormal findings to licensed nurse.

**MANUAL SKILL: Assisting the Resident Who Can Feed Self**

**EQUIPMENT:**

Bedpan/urinal if needed  
Clothing protector  
Food tray  
Soap and water if needed  
Tooth brush and toothpaste  
Towel  
Washcloth

**BEGINNING STEPS:**

1. Wash hands.
2. Knock and pause before entering the resident's room.
3. Introduce self.
4. Identify resident.
5. Explain procedure speaking clearly, slowly, and directly. Maintain face-to-face contact whenever possible.
6. Gather equipment, if applicable.
7. Provide for privacy with a curtain, door, or screen.
8. Apply gloves (standard precautions).

**SKILL STEPS:**

1. Wash hands.
2. Check diet card for name of resident, diet order, special instructions, and allergies.
3. Make sure food on tray matches information on diet card.
4. Remove tray from food cart and make sure all necessary items are there such as silverware, napkins, salt and pepper if allowed.
5. Take tray to resident's room as quickly as possible to ensure that food is served at the appropriate temperatures.
6. Knock and pause before entering room.
7. Introduce self.
8. Verify resident's name by checking the armband against the name printed on the diet card.

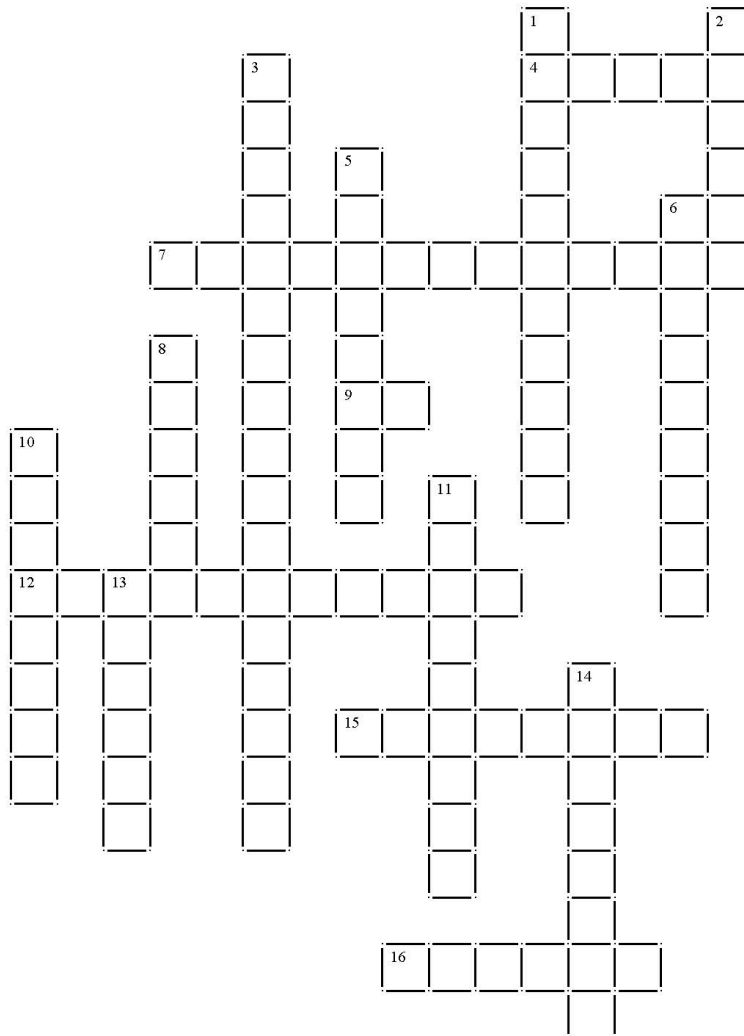


9. Explain procedure.
10. Lower one side rail if permitted.
11. Raise head of bed to semi Fowler's or higher position or assist to chair.
12. Place tray on overbed table in front of resident.
13. Remove plate covers.
14. Arrange dishes and silverware for ease of use by resident.
15. Arrange plate so that main entree is closest to the resident.
16. Observe and provide whatever assistance the resident needs by cutting meat, buttering bread, pouring liquids, and opening packets, use adaptive devices per resident's individual needs.
17. Encourage resident to do as much as possible for him or herself.
18. Make sure resident does not need more assistance before leaving room.
19. Return to resident's room periodically during mealtime to check on resident's progress.
20. Encourage resident to eat all of diet served.
21. Talk with resident and encourage socialization with other residents.
22. Remove tray when resident is finished.
23. Clean overbed table and return to position desired by resident.
24. Raise side rail.

**ENDING STEPS:**

1. Clean and return equipment and supplies, if applicable.
2. Remove gloves (without contaminating self) into waste container and wash hands.
3. Position resident comfortably.
4. Place call light within reach.
5. Lower bed to safe position for the resident.
6. Leave room neat.
7. Wash hands.
8. Document percentage of soiled food intake, milliliters of fluid intake, and tolerance of procedure.
9. Report abnormal findings to licensed nurse.

**Nutrition Crossword**



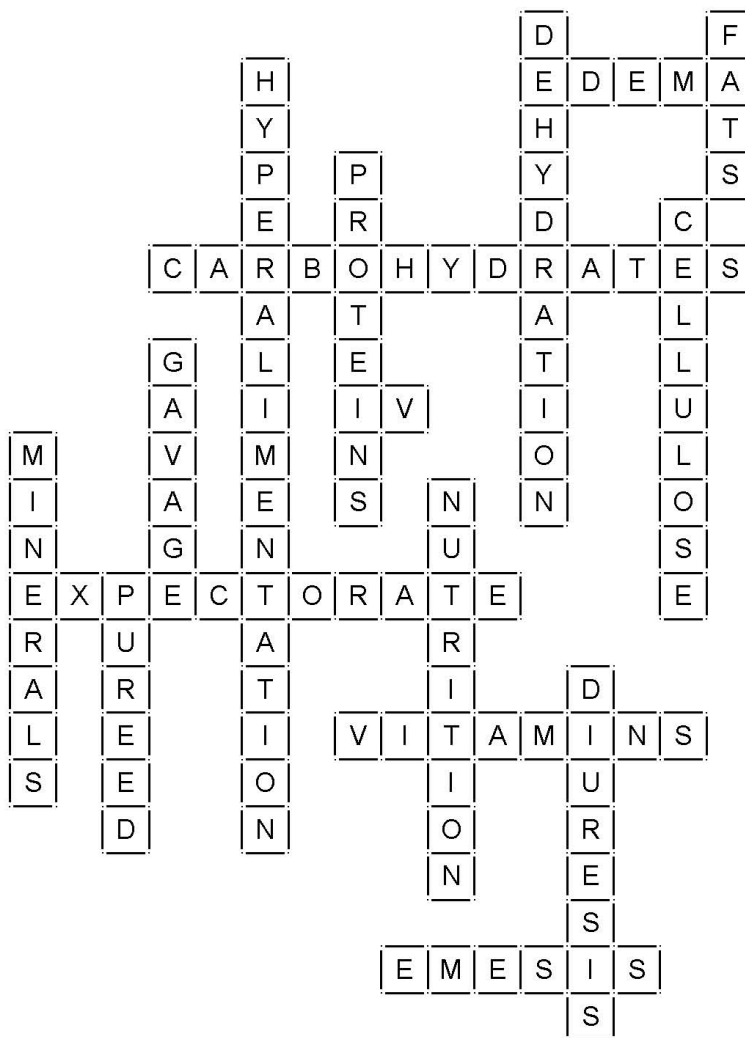
## ACROSS

- 4 Extra fluid in body tissues.
- 7 Provides body with energy- bread.
- 9 Short for "intravenous".
- 12 To spit.
- 15 Needed for growth, vision, bones, "A" is an example.
- 16 Vomitus.

## DOWN

- 1 Not enough water in body tissues.
- 2 Adds flavor to food and helps body use some vitamins.
- 3 Highly concentrated IV solution.
- 5 Needed for tissue growth and repair.
- 6 Fiber or roughage: Indigestible.
- 8 Tube feeding.
- 10 Calcium and phosphorus are these.
- 11 The science of food and its relationship to human beings.
- 13 Food put through the blender is \_\_\_\_.
- 14 Increased excretion of urine.

## Nutrition Crossword



**Food Content Exercise**

**Directions:** Label food items as protein, carbohydrate, fat, or combination of the above.

1. Pork chop \_\_\_\_\_
2. Pot pie \_\_\_\_\_
3. Lettuce \_\_\_\_\_
4. Apple pie \_\_\_\_\_
5. Green beans \_\_\_\_\_
6. Tortilla \_\_\_\_\_
7. Cupcakes \_\_\_\_\_
8. Taco \_\_\_\_\_
9. Banana \_\_\_\_\_
10. Rice \_\_\_\_\_
11. Potatoes \_\_\_\_\_
12. Green onions \_\_\_\_\_
13. Bread \_\_\_\_\_
14. Ice cream \_\_\_\_\_
15. Meatloaf \_\_\_\_\_
16. Onion \_\_\_\_\_
17. Strawberries \_\_\_\_\_
18. Beets \_\_\_\_\_
19. Pudding \_\_\_\_\_
20. Grapes \_\_\_\_\_
21. Turkey \_\_\_\_\_
22. Egg \_\_\_\_\_
23. Jello \_\_\_\_\_
24. Bean sprout \_\_\_\_\_
25. Enchilada \_\_\_\_\_

26. Roll \_\_\_\_\_
27. Broccoli \_\_\_\_\_
28. Shrimp/lobster \_\_\_\_\_
29. Hamburger \_\_\_\_\_
30. Meatloaf \_\_\_\_\_
31. Chop suey \_\_\_\_\_
32. Chicken \_\_\_\_\_
33. Pasta \_\_\_\_\_
34. Ceaser salad \_\_\_\_\_
35. Spaghetti \_\_\_\_\_
36. Tomatoes \_\_\_\_\_
37. Ham \_\_\_\_\_
38. Grilled cheese \_\_\_\_\_
39. Lasagna \_\_\_\_\_
40. Pear \_\_\_\_\_
41. Carrot \_\_\_\_\_
42. Fish \_\_\_\_\_
43. Beef stew \_\_\_\_\_
44. Cake \_\_\_\_\_
45. Bacon \_\_\_\_\_
46. Macaroni and cheese \_\_\_\_\_
47. Waldorf salad \_\_\_\_\_
48. Pizza \_\_\_\_\_
49. Apple \_\_\_\_\_
50. Cauliflower \_\_\_\_\_

**Food Content Exercise-KEY**

**Directions:** Label food items as protein, carbohydrate, fat, or combination of the above.

- |   |   |
|---|---|
| 51. Pork chop: <b><u>Protein, fat</u></b>               | 76. Roll: <b><u>Carbohydrate</u></b>                              |
| 52. Pot pie: <b><u>Protein, Carbohydrate, fat</u></b>   | 77. Broccoli: <b><u>Carbohydrate</u></b>                          |
| 53. Lettuce: <b><u>Carbohydrate</u></b>                 | 78. Shrimp/lobster: <b><u>Protein, fat</u></b>                    |
| 54. Apple pie: <b><u>Carbohydrate, fat</u></b>          | 79. Hamburger: <b><u>Protein, fat</u></b>                         |
| 55. Green beans: <b><u>Carbohydrate</u></b>             | 80. Meatloaf: <b><u>Protein, fat</u></b>                          |
| 56. Tortilla: <b><u>Carbohydrate, fat</u></b>           | 81. Chop suey: <b><u>Protein, Carbohydrate, fat</u></b>           |
| 57. Cupcakes : <b><u>Carbohydrate, fat</u></b>          | 82. Chicken: <b><u>Protein, fat</u></b>                           |
| 58. Taco: <b><u>Protein, Carbohydrate, fat</u></b>      | 83. Pasta: <b><u>Carbohydrate</u></b>                             |
| 59. Banana: <b><u>Carbohydrate</u></b>                  | 84. Ceaser salad: <b><u>Carbohydrate, fat</u></b>                 |
| 60. Rice: <b><u>Carbohydrate</u></b>                    | 85. Spaghetti: <b><u>Carbohydrate</u></b>                         |
| 61. Potatoes: <b><u>Carbohydrate</u></b>                | 86. Tomatoes: <b><u>Carbohydrate</u></b>                          |
| 62. Green onions: <b><u>Carbohydrate</u></b>            | 87. Ham: <b><u>Protein, fat</u></b>                               |
| 63. Bread : <b><u>Carbohydrate</u></b>                  | 88. Grilled cheese: <b><u>Protein, Carbohydrate, fat</u></b>      |
| 64. Ice cream: <b><u>Protein, Carbohydrate, fat</u></b> | 89. Lasagna: <b><u>Protein, Carbohydrate, fat</u></b>             |
| 65. Meatloaf: <b><u>Protein, fat</u></b>                | 90. Pear: <b><u>Carbohydrate</u></b>                              |
| 66. Onion: <b><u>Carbohydrate</u></b>                   | 91. Carrot: <b><u>Carbohydrate</u></b>                            |
| 67. Strawberries: <b><u>Carbohydrate</u></b>            | 92. Fish: <b><u>Protein, fat</u></b>                              |
| 68. Beets: <b><u>Carbohydrate</u></b>                   | 93. Beef stew: <b><u>Protein, Carbohydrate, fat</u></b>           |
| 69. Pudding: <b><u>Protein, Carbohydrate, fat</u></b>   | 94. Cake : <b><u>Carbohydrate, fat</u></b>                        |
| 70. Grapes: <b><u>Carbohydrate</u></b>                  | 95. Bacon: <b><u>Protein, fat</u></b>                             |
| 71. Turkey: <b><u>Protein, Fat</u></b>                  | 96. Macaroni and cheese: <b><u>Protein, Carbohydrate, fat</u></b> |
| 72. Egg: <b><u>Protein, fat</u></b>                     | 97. Waldorf salad: <b><u>Carbohydrate, fat</u></b>                |
| 73. Jello: <b><u>Carbohydrate</u></b>                   | 98. Pizza: <b><u>Protein, Carbohydrate, fat</u></b>               |
| 74. Bean sprout : <b><u>Carbohydrate</u></b>            | 99. Apple: <b><u>Carbohydrate</u></b>                             |
| 75. Enchilada: <b><u>Protein, Carbohydrate, fat</u></b> | 100. Cauliflower : <b><u>Carbohydrate</u></b>                     |

**Vegan Diet**  
**The New Four Food Groups**

**Whole Grains:**

- This group includes bread, rice, pasta, hot or cold cereal, corn, millet, barley, bulgur, buckwheat groats and tortillas. Build each of your meals around heart grain dish. Whole grains are rich in fiber and other complex carbohydrates, as well as protein, B vitamins and zinc.

**Vegetables:**

- Vegetables are packed with nutrients. They provide vitamin C, beta-carotene, riboflavin and other vitamins, iron, calcium, and fiber. Dark green, leafy vegetables such as broccoli, collards, kale, mustard and turnip greens, chicory, or bok choy are especially good sources of these important nutrients. Dark yellow and orange vegetables such as carrots, winter squash, sweet potatoes and pumpkin provide extra beta-carotene. Include generous portions of a variety of vegetables on your diet.

**Legumes:**

- Legumes, which is another name for beans, peas, and lentils, are all good sources of fiber, protein, iron, calcium, zinc, and B vitamins. This group also includes chickpeas, baked and refried beans, soy milk, tofu, tempeh, and texturized vegetable protein.

**Fruits:**

- Fruits are rich in fiber, vitamin C and beta-carotene. Be sure to include at least one serving each day of fruits that are high in vitamin C; Citrus fruits, melons, and strawberries are all good choices. Choose whole fruit over fruit juices, which don't contain as much healthy fiber.

Food Group	Number of Servings	Serving Size
Whole Grains	5 or more	½ cup hot cereal, 1oz. dry cereal, 1 slice of bread
Vegetables	3 or more	1 cup raw, ½ cup cooked
Legumes	2 or 3	8 oz soy milk
Fruits	3 or more	1 medium piece of fruit, ½ cup cooked fruit, 1.2 cup fruit juice