**Suggested Answers to Assignments, Chapter 24, Basic Nutrition**

| Written Assignment | Learning Objective(s) |
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| Assignment #1. Complete Chapter 24 of *Lippincott Workbook for Nursing Assistants.* | 1–10 |

| Group Assignments | Learning Objective(s) |
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| Assignment #1. Students’ answers should include the following:   * MyPlate recommendations guidelines are based on the person’s age, sex, and activity level. * A decision should be made about the age, sex, and activity level of the person the meal is planned for. * Meal ideas should include:   + Make half of the plate fruits and vegetables, especially vegetables that are red, orange, and dark green   + Include a serving of skim or 1% milk   + Include whole grains   + Include a variety of protein sources including seafood, beans, and lean meats   + Avoid excess foods high in solid fats, added sugars, and salt | 3 |
| Assignment #2. Students’ discussion could include the following common diseases or conditions requiring special dietary needs:   * A person recovering from surgery or illness   + Clear-liquid diet   + Full-liquid diet * A person with chewing problems or dysphagia   + Soft diet   + Pureed diet   + Thickened liquids * A person with diabetes   + Diet with consistent carbohydrate, fat, and protein planned specifically for that person’s needs * A person with high blood pressure or kidney disease   + Restricted or no-salt diet * Person with heart disease   + Low-cholesterol diet   + Low-saturated fat diet | 5 |
| Assignment #3. Students should include these activities:   * Offer a clothing protector * Tell the person what’s on the tray * Help open cartons, butter bread, cut up meat, season food * Describe food on the plate and tray referencing a clock face * Use special utensils if available * Talk to the person during the meal * Always use a spoon to feed, filling it only ⅓ full * Tell the person what foods are being offered * Allow time to chew and swallow each bite * Encourage independence   Students’ discussion should include:   * What the student experienced while being fed   + Feeling like a baby   + Feeling helpless   + Unable to see what food is being offered   + Wearing a “bib”   + Eating according to another’s pace * What the student experienced feeding an adult   + Feeling strange or uneasy   + Feeling uncertain about how well the resident’s preferences are being met   + Feeling uncertain about what to talk to the person about while feeding him or her | 6 |
| Assignment #4. Students will bring a dish to share. Students will sample each dish, select their favorites, and describe the characteristics that led them to make their selections. Characteristics could include:   * Appearance * Smell * Hot or cold * Sweet or savory * Saltiness * Degree of spiciness * Familiarity * Cultural preference * Texture * Food allergies * Appetite | 2–4 |

| Clinical Assignments | Learning Objective(s) |
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| Assignment #1. Students watch Module 9 of *Lippincott Video Series for Nursing Assistants*. | 1–10 |
| Assignment #2. The dietitian visiting the class should include the following in her presentation:   * Overview of nutrition * Carbohydrates * Proteins * Fats * Minerals * Vitamins * Water * What constitutes a balanced diet—MyPlate * The role of the dietitian in health care settings * Utilizing the dietary assessment * Planning a diet for the person that is enjoyable and balanced * Adjusting a diet following changes in health status * Following OBRA requirements * Providing special diets for health or religious reasons | 2, 3, 4 |
| Assignment #3. Set up stations with examples for students to calculate the total amounts of fluids the person consumed.   * Station #1 * A 240-mL container of milk has 120 mL remaining * A 180-mL glass of water has 60 mL remaining * A 120-mL juice glass has 60 mL remaining * Total consumed = 300 mL * Station #2 * A 4-oz glass of juice has 1 oz remaining * A 6-oz bowl of soup has 4 oz remaining * An 8-oz glass of milk has 1 oz remaining * Total consumed = 360 mL * Station #3 * 1 cup gelatin with ½ remaining * ½ cup of ice cream with ¼ cup remaining * 1 cup chocolate pudding with ⅔ cup remaining * Total consumed = 260 mL | 10 |
| Assignment #4. Students will prepare residents for meals, set up trays, and assist with feeding dependent persons. Ensure that safety measures and infection control measures are being followed.   * Preparation—The students should: * Assist with toileting * Assist with basic hygiene * Position for eating * Provide a pleasant environment * Serving—The students should: * Check that the name on the tray matches the name of the person receiving it * Check to make sure that the diet being served is the correct one according to the medical record or nursing care plan * Serve the meal promptly * Offer a clothing protector, if available * Open cartons, butter bread, and cut up meat, if necessary * Assisting with feeding—The students should: * Tell the person what’s on the tray * Describe food on the plate and tray referencing a clock face * Use special utensils, if provided * Use a spoon, ⅓ full, to feed * Alternate solids and fluids * Tell the person what food is being offered * Allow time to chew and swallow each bit * Talk to the person during feeding * Recording—The students should: * Accurately record solid intake in percentages * Accurately record liquid intake in milliliters | 6, 10 |

| Web Assignment | Learning Objective(s) |
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| Assignment #1. Students can enter “religion and dietary guidelines” to find web sites such as:  <http://www.diet.com/g/religion-and-dietary-practices>  Students can enter “cultural dietary guidelines” to find web sites such as:  <https://www.nal.usda.gov/fnic/ethniccultural-food-pyramids> | 4, 5 |