**Guided Lecture Notes, Chapter 24, Basic Nutrition**

Learning Objective 1. Define the term *nutrition* and explain why our bodies need adequate nutrition. (Refer to **PowerPoint slide 2**.)

* Explain the process of nutrition. Illustrate the importance of food.
* Ask students to recall their feelings, physical and emotional, when they haven’t eaten anything for a long time.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 2. List the general types of nutrients and describe how the body uses them. (Refer to **PowerPoint slides 3 to 9**.)

* Describe the different types of nutrients.
* Mention the nutrients that are found in each type of food.
* Illustrate the importance of each nutrient.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 3. Discuss how the *2020-2025 Dietary Guidelines for Americans* recommendations can be used to help plan and provide better nutrition for a person. (Refer to **PowerPoint slides 10 to 17**.)

* Explain the term *balanced diet*. Mention the tools (MyPlate, food labels) that can be used to help achieve a balanced diet.
* Explain the U.S. Department of Agriculture’s MyPlate. Mention the nutrients provided by each section of the plate.
* Discuss how a person’s level of activity combined with the amount and types of food consumed affects the body.
* Use **PowerPoint slides 11 and 13** with the MyPlate diagram to point out each food group as you talk about it.
* Explain the Nutritional Labeling and Education Act of the United States Congress. Explain how reading food labels can help a person to achieve a balanced diet.
* Briefly state the regulations provided by OBRA with regard to meal preparation and presentation in long-term care facilities. Have learners refer to learning activities located at the end of the chapter.

Learning Objective 4. Explain factors that influence a person’s food preferences. (Refer to **PowerPoint slides 18 and 19**.)

* State the factors that affect an individual’s food choices.
* Ask students to relate their personal preferences for food and their eating habits. Ask students what they like eating and what their favorite snack or dessert is. Also ask what food they like to eat when they are sick. Does the taste remain the same, or does it differ then?
* Stress the importance of considering the patient’s or resident’s personal preferences. Describe the role of the dietitian, the nurse, and the nursing assistant in the evaluation of the diet.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 5. List and describe common special diets. (Refer to **PowerPoint slides 20 to 23**.)

* Provide a description of special diets. Discuss the circumstances under which they are used.
* Explain the importance of nutritional supplements.
* Explain how becoming knowledgeable about a patient’s or resident’s special dietary needs can help the nursing assistant to become an even more valuable member of the health care team.
* State the importance of meal time. Suggest measures that help set a relaxed overall atmosphere and stimulate the appetite of patients and residents.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 6. Explain the steps to take to assist a person before and during meal time, including for feeding a person who cannot feed themselves. (Refer to **PowerPoint slides 24 to 32**.)

* Discuss the role of the nursing assistant in preparing patients or residents for meal time.
* Demonstrate how to describe the location of food on the plate by referencing a clock face.
* Obtain specially made eating utensils used in health care facilities and point them out as you lecture. Have students practice using the utensils.
* Describe the steps for feeding a patient or resident who needs complete assistance with eating.
* Emphasize the precautions that should be taken when assisting a dependent person with eating.
* Discuss needs for a patient or resident who requires liquids to be thickened.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 7.Describe how the amount of solid food eaten is recorded. (Refer to **PowerPoint slides 33 to 35**.)

* Explain how to measure and record food intake.
* Bring to class various types of food (e.g., frozen peas, French fries, peanut butter, bread, lunch meat).
* Demonstrate how a nursing assistant would measure and record intake of the food.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 8.Discuss other ways of providing nutrition for people who are unable to take food by mouth. (Refer to **PowerPoint slides 36 to 40**.)

* Point out why it might be necessary to provide fluids and nutrition by alternative means.
* Explain the uses of intravenous therapy.
* Explain the term *enteral nutrition*. Mention the circumstances when enteral feeding is used and the precautions that are necessary for a person receiving enteral nutrition.
* Specify different ways of providing fluid and nutrition through enteral nutrition.
* Compare a nasogastric or nasointestinal tube with a gastrostomy, jejunostomy, or percutaneous endoscopic gastrostomytube.
* Explain the term *total parenteral nutrition*. Explain to students what the word *total* means with regard to total parenteral nutrition.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 9.Explain the fluid needs of the body and factors that affect the body’s fluid balance. (Refer to **PowerPoint slides 41 to 44**.)

* Describe the state of fluid balance.
* Compare dehydration with edema.
* Describe the measures that a nursing assistant can take to encourage fluid intake.
* Explain NPO status and how a nursing assistant can help a patient or a resident who is on NPO status to be more comfortable.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 10.Demonstrate methods used to measure and record fluid intake and output. (Refer to **PowerPoint slides 45 to 49**.)

* Describe an intake and output (I&O) flow sheet used for measurement and recording of intake and output of fluid.
* Distribute some sample I&O flow sheets to students and guide the students in filling them out correctly.
* Explain what foods and fluids are included while measuring fluid intake.
* Demonstrate how to measure fluid intake with the help of a graduate. Show students how to calculate and record the measurement.
* Describe how to measure fluid output. Explain methods of measuring urine and vomit. Stress the importance of wearing gloves.
* Have learners refer to learning activities located at the end of the chapter.