

# CMHAM

## State Training Guidelines Workgroup

### Training/Curriculum Recommendations

This Training Guideline is intended for the development and presentation of training content. Curricula based on this guideline will contribute to statewide training quality, uniformity, and reciprocity.

#### **Topic: *Nutrition***

#### **Defining Paragraph** (Vision, Boundaries, Overall Outcome Statement):

Good nutrition can help reduce the risk of some diseases and conditions including cardiovascular disease, hypertension, and type 2 diabetes. Direct Support Professionals (DSP) need basic nutrition awareness as stewards of the individual's health and to model healthy habits.

#### **Definitions:**

**Content** – The areas covered in the subject.

**Outcomes/Competencies** – Statements about what participants will be able to do as a result of having participated in the course.

**Outline** – A suggested approach to meeting Outcomes/Competencies.

The content, outcomes/competencies, and outline are interrelated. Each is not necessarily a one-to-one relationship with another.

#### **Content:**

1. Relationship between proper nutrition and good health
  - A. The characteristics of a healthy diet
  - B. Weight management
  - C. Physical activity
  - D. Food allergies
  - E. Medication/food interactions/use of alcohol
  - F. Concept of moderation of food choices
2. Implementing special diets
3. Eating healthy on a budget

**Outcomes/Competencies:**

1. Understand and teach others the impact of diet on health and wellness.
2. Assist individuals in making choices about healthy food options and exercise.
3. Create meal plans relevant to individualized health needs.
4. Assist individuals to shop with consideration of personal:
  - a. Health/dietary needs;
  - b. Medical needs;
  - c. Budget.

**Outline/Recommendations:**

1. Impact of proper nutrition on physical health and well-being
  - A. Characteristics of a healthy diet (ex. Current USDA recommendations)
  - B. Diseases/conditions linked to poor diet (ex. Obesity, Diabetes, Hypertension, etc.)
  - C. How exercise/physical movement and diet impacts an individual's sense of well-being and self-worth.
  - D. Weight management and caloric intake
  - E. Food allergies (such as, gluten, nuts, soy, dairy, etc.)
  - F. Medication/food interactions (reading and following food and medication labels)
2. Implementing special diets
  - A. Low sodium
  - B. Low fat
  - C. Gluten free
  - D. Food consistency (chopped, ground, pureed, liquid, etc.)
  - E. Diabetic/Heart Healthy/reduced calories (Weight Watchers, Paleo, Mediterranean etc.)
  - F. Follow recommendations in Person Centered Plan
3. Shopping/budgeting for healthy eating
  - A. Meal planning
  - B. Creating and using grocery list
  - C. Consider individual choices
  - D. Know resources:
    - i. coupons
    - ii. food pantries
    - iii. shopping sales
    - iv. farmer's markets

v. market discounts

4. Other Considerations

- A. Eating Disorders (anorexia, bulimia, etc.)
- B. Staff responsibility to model healthy proper nutrition
- C. Special/social occasions (i.e., birthday parties, special events, holidays, etc.)
- D. Alcoholic beverages (effects on caloric intake, budget, medications, etc.)
- E. Documentation of food consumption as indicated in Person Centered Plan

**Trainer Qualifications:**

Check all that apply, be specific (years, degree, skills, etc.):

- College Degree:
- License:
- Years' Experience (please specify below):
- Documented Skill Set:
- Training Experience:
- Trainer in Adult Learning Styles/Methods:
- Other: Prefer Registered Dietician/Nurse or other Healthcare Professional be available for consultation; must have content expertise.

**Specified experience:**

**Length of Training:**

1-4 hours

**Format:**

The acceptable format(s) for the class:

- Blended Learning (Online + Instructor-Led)
- Instructor-Led Class
- Instructor-Led Webinar
- Online Course
- Other (specify):

### Teaching Methods:

These are the best teaching methods for teaching course content. Additional methods may also enhance learning.

- Individual
- Classroom/Group
- Lecture
- Group Discussion
- Skills Practice
- Return demonstrations
- Activities
- Videos
- Online Activities
- Individual Assignments
- Homework assignments
- Other (specify):

### Method of Assessment:

How to measure entry-level competency in this course

- Written Test Performance Indicator: 80 %
- Return Demonstration Performance Indicator:
- Online Test Performance Indicator: 80 %
- Skill Sheet Performance Indicator:
- Homework Assignment(s)
- Observation with sign-off sheet
- Other:

### Scope of Implementation:

Training recommended for:

- Specialized Residential direct care staff/home managers
- Specialized Residential Administrators
- Community Living Supports (CLS)
- Skill-Building Assistance (Pre-Voc Skill Building / Non-Voc Skill Building)
- Supported/Integrated Employment Service (i.e. Clubhouse, Competitive Employment, volunteer)
- Supported Living staff
- Adult Foster Care staff
- Respite Service staff
- Self-Determination staff
- In-Home service staff (children's program)
- Foster Family Group Home staff

- Child-caring Institutions (Children's Group Home) staff
- As identified in the Individual's Person Centered Plan
- Other employee group (specify):

**Frequency:**

It is recommended the content be reviewed/retaken.

- Initial & As Needed
- Initial & Annual
- Initial & Every two (2) years
- Initial & Every three (3) years - Preferred
- As directed by the Individual Plan of Service
- Other:

**Additional Comments:**

Can be taught in conjunction with Food Safety and/or Assisting Individuals with Eating and Swallowing Difficulties

**References/Legal Authority:**

1. [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov)
2. "The Importance of Good Nutrition" [www.TuftsMedicarePreferred.org](http://www.TuftsMedicarePreferred.org)
3. Prevailing State Guidelines and Practice Protocols

Note: If training is for an adult foster care facility/home adult foster care staff must also comply with the adult foster care administrative rules. In addition, in those situations where the contents of the training conflict with an administrative rule, the rule prevails.