**CMHAM**

State Training Guidelines Workgroup Training/Curriculum Recommendations

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

*Updates to guides will be communicated through the State Training Guidelines Workgroup to the PIHP Leads/CEO’s. It is the responsibility of the PIHP to communicate when a guide has been updated and placed on Improving MI Practices*

**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 stewarts of the individual’s health and to model healthy habits.

**Definitions**

**Content** – These are a listing of the areas covered in the subject.

**Outcomes/Competencies** – These are 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. These three are interrelated, but not necessarily a one-to-one relationship.

**Content**:

1. Relationship between proper nutrition and good health
2. The characteristics of a healthy diet
3. Weight management
4. Physical activity
5. Food allergies
6. Medication/food interactions/use of alcohol
7. Concept of moderation of food choices
8. Implementation of special diets
9. Eating healthy on a budget

**Outcomes/Competencies**: Click or tap here to enter text.

1. Understand and teach other 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:
5. Health/dietary needs
6. Medical needs
7. Budget

**Outline/Recommendations**: Click or tap here to enter text.

1. Impact of proper nutrition on physical health and well-being
2. Characteristics of a healthy diet (ex. Current USDA recommendations)
3. Diseases/conditions linked to poor diet (ex. Obesity, diabetes, hypertension etc.)
4. How exercise/physical movement and/or diet impacts an individual’s sense of well-being and self-worth
5. Weight management and caloric intake
6. Food allergies (such as gluten, nuts, soy, dairy, etc.)
7. Medication/food interactions (reading and following food and medication labels)
8. Implementing special diets
9. Low sodium
10. Low fat
11. Gluten free
12. Food consistency (chopped, ground, pureed, liquid etc.)
13. Diabetic/Heart Healthy/reduced calories (Weight Watchers, Paleo, Mediterranean etc.)
14. Follow recommendations in the Person Centered Plan
15. Shopping/budgeting for healthy eating
16. Meal planning
17. Creating and using grocery list
18. Consider individual choices
19. Know resources:
20. Coupons
21. Food pantries
22. Shopping sales
23. Farmer’s markets
24. Market discounts
25. Other consideration
26. Eating disorders (anorexia, bulimia, etc.)
27. Staff responsibility to model healthy proper nutrition
28. Special/social occasion (i.e., birthday parties, special events, holidays, etc.)
29. Alcoholic beverages (effects on caloric intake, budget, medications, etc.)
30. Documentation of food consumption as indicated in Person Centered Plan

**Trainer Qualifications**

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

[ ] College Degree: Click or tap here to enter text.

[ ] License: Click or tap here to enter text.

[ ] Years’ experience (Please specify): Click or tap here to enter text.

[ ] Documented Skill Set: Click or tap here to enter text.

[x] Training Experience: See below

[ ] Training Experience: Click or tap here to enter text.

[x] Trainer in Adult Learning Styles/Methods

[x] Other: Prefer Registered Dietician/Nurse or other Healthcare Professional be available for consultation; must have content expertise.

**Length of Training:** 1-4 hours for instructor led, 2-2.5 for on-line

**Format**

*The acceptable format(s) for the class.*

[x] Blended Learning (Online + Instructor led) –

[x] Instructor Led class –

[x] Instructor led webinar –

[x] Online Course –

[ ] Other (specify): Click or tap here to enter text.

**Teaching Methods**

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

[ ] Individual

[x] Classroom/group

[x] Lecture

[x] Group discussion

[ ] Skills practice

[ ] Return demonstrations

[x] Activities

[x] Videos, supplemental to other teaching methods

[x] Online activities

[ ] Individual assignments

[ ] Homework assignments

[ ] Case Study

[ ] Other (specify): Click or tap here to enter text.

**Method of Assessment**

*How to measure entry-level competency in this course.*

[x] Written Test with Performance Indicator 80%

[ ] Return Demonstration with Performance Indicator Click or tap here to enter text.%

[x] Online Test\* with Performance Indicator 80% or embedded knowledge checks

[ ] Skill Sheet with Performance Indicator Click or tap here to enter text.%

[ ] Other: Click or tap here to enter text.

*\*Online test encompasses review questions anchored within the training and/or online test after the class*

**Scope of Implementation**

*Training recommended for:*

[x] Specialized Residential direct care staff/home managers

[x] Specialized Residential Administrators

[ ] Community Living Supports (CLS)

[ ] Pre-Vocational Skill Building / Supported Employment (i.e., competitive employment, volunteer)

[ ] Non-Vocational Skill Building

[x] Supported Living Staff

[x] Adult Foster Care staff

[ ] Respite Service staff

[ ] Self-Determination staff

[x] In-home service staff

[x] Foster family group home staff

[x] Child-caring institutions (children’s group home) staff

[ ] As identified in the individual’s Person-centered plan

[ ] Other employee group (specify): Click or tap here to enter text.

**Frequency**

*It is recommended the content be reviewed and retaken.*

[x] Initial and as needed

[ ] Initial and annually

[ ] Initial and every two (2) years

[x] Initial and every three (3) years-preferred

[ ] As directed by Individual Plan of Service (IPOS)

[ ] As needed

[ ] Other: Click or tap here to enter text.

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

**References/Legal Authority**

Click or tap here to enter text.

“The importance of Good Nutrition” [www.TuftsMedicarePreferred.org](http://www.TuftsMedicarePreferred.org)

[www.myplate.gov](http://www.myplate.gov)

Prevailing State Guidelines and Practice Protocols