**To Eat or Not to Eat**

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| **Major Sections** | **Content** |
| --- | --- |
| Lesson Overview | Overall Purpose   * The purpose of this exercise is for students to research a topic, build educational information delivery systems, and learn about how to properly educate a patient on a condition and management.   Estimated Timeframe   * Three weeks (1.5 hours x 1 day per week)   Courses for Implementation   * Science (Biology, Anatomy and Physiology), Math, English, Computers, Medical Terminology, Pharmacology   Key Terms   * Diet, medications, medical conditions, diseases, disease process, science, risks, health, eating, health   Standards/Skills Addressed  Academic   * English: Use of language to explain diets and procedures to patients * Biology/Anatomy: How diets impact the body and each body system * Math: Portion control and percentages * Computers: Using computers to provide proper information to patients regarding diets, searching for credible information, graphing, and keeping information for patients * Medical Terminology: Proper terminology of body systems and other medical terms used in patient charts * Pharmacology: How some diets and medications interact (e.g., Coumadin and leafy green vegetables) and the understanding of diets for patients who are on cardiac and blood pressure meds or have high cholesterol or diabetes   Technical   * Presenting information to patient after communicating with physician on patient needs * Identifying risk factors regarding patient cooperation with diet and medication regimen * Using computers in research; development of patient educational materials, memos, emails, and letters; banking; bookkeeping; charting; and other as needed   Employability   * Communication: Communicating with each other, with other employees and physicians, and with patients in the medical environment * Collaboration: Working together to develop diets and materials * Accountability: Being dependable to produce work in a timely manner and meet deadlines   Learner Outcomes/Student Learning Objectives  IHE: Integrating the Healthcare Enterprise |
| Equipment/Materials | List of Materials/Equipment/Texts   * Students need access to the Internet, a printer, and their textbook. * If food is prepared, students should have access to a safe environment.   Safety Precautions  Awareness of dietary and allergy issues in the classroom if dishes are prepared |
| Discussion | Industry/Real-world Scenario   * A patient has presented in the medical office for education on a diet. This diet and information should go hand-in-hand with a new onset diagnosis of a medical condition (diabetes, cardiac issues, cancer, etc.). The patient states they tried dieting and exercising before when they were younger, but now they need assistance in using diet and exercises to maintain their health.   May include not only diet but medication and exercise education for patient to help with condition |
| Instructional Strategies | Proposed Teaching Strategies  (Going above and beyond lecture and problem sets)  Bloom’s   * **Create:** Design and develop * **Analyze:** Organize and relate * **Apply:** Implement, use, and demonstrate * **Understand:** Explain ideas * **Remember:** Define   REACT   * **Relating:** Using life experiences and pre-existing knowledge to develop a diet * **Experiencing:** Learning by preparing specified foods and exploring medical conditions * **Applying:** Explaining diet to class (patient) * **Cooperating:** Sharing with class and constructively criticizing each other   **Transferring:** Using knowledge in actual clinical environment |
| Activities/Lesson Procedure | Activity Preparation   * **Instructor:** Lecture on diet and patient education to prepare student for project. * **Student:** Take prior courses that will be included in this lesson; be familiar with diet, health, patient education, medical conditions, anatomy, and computers.   Activity Steps   * Develop diet based on health condition assigned by instructor. * Research diet and information related to medications patient may be on. * Present diet to class as if educating patient on new onset medical condition.   Information to include   * How condition affects body systems * What foods to avoid * What foods are good for this type of condition * Healthy portions and percentages of types of foods * Medications that could be involved in this condition and impacts on diet   Build 7-day diet   * Develop diet of breakfast, lunch, dinner, and snacks. * Diets should include portion sizes for each food.   Expected Results   * Students grasp concept of proper education and research methods   Extension Options   * Expanding lesson to other conditions, not just diets, but also medications, exercises, or other possible treatment for conditions   Project may also be done in a group format where two or more students work on the same diet. They may also add in the exercise and medication components. |
| Faculty Resources | Background Material   * Instructors should have basic medical knowledge, prior anatomy courses, and general education courses.   Handouts and Supplemental Materials   * Textbook, lecture, PowerPoint, prior exercises/projects for examples * Grading rubric and requirements for project   Answer Keys   * None   Suggested Website Links:   * [CDC](https://www.cdc.gov/) * [MyPlate](https://www.choosemyplate.gov/) * [AHA – American Heart Association](https://www.heart.org/) * [COPD Foundation](https://www.copdfoundation.org/) * [Cancer](https://www.cancercenter.com/integrative-care/nutrition-therapy?invsrc=non_branded_paid_search_google&t_pur=prospecting&t_med=online&t_ch=paid_search&t_adg=61538909700&t_ctv=305562527736&t_mtp=e&t_pos=1t1&t_plc=kwd-108923933&t_si=google&t_tac=none&t_con=non_brand&t_bud=corp&t_d=c&t_tar=non_targeted&t_aud=any&kxconfid=s8ymtai82&dskid=%7btrackerid%7d&t_mod=cpc&t_cam=1604504869&t_trm=cancer%20diets&t_src=g&dstrackerid=43700037991387959&gclid=EAIaIQobChMIlrWgqN314QIVRsDICh3FyQU-EAAYASAAEgIdMvD_BwE&gclsrc=aw.ds)   [Diabetes](http://www.diabetes.org/) |
| Assessment | How will students demonstrate what they have learned?   * Grade students on rubric. * Students should include and meet the criteria shown on the Meal Plan Activity instruction page (appended to this file).   Assessment Tools or Processes  Create the following assessment tools, as appropriate:   * Rubrics * Performance task checklists * Observations * Quizzes, tests * Portfolio of work * Class presentation   Students will complete a review of their project alongside a quiz (both items appended to this file). The quiz will test the knowledge of the subjects/diets presented in the class. The reflection/journal will let students reflect on their own diets and how this project helped them realize their choices were good or bad or need to be changed. |

**To Eat or Not to Eat**

**Meal Plan Activity**

After selecting your diet choice, create a 7-day meal plan for this patient that provides proper nutrition with the newly identified dietary needs. Create an educational brochure for this patient making sure that it addresses all of the following criteria:

A. Details of the diet you select: foods recommended and/or those to be avoided

B. Population: Who needs/benefits from this type of diet?

C. Why does this group need this plan?

D. How does this plan help correct/treat the problem?

E. Include possible patient concerns regarding this dietary change.

This brochure MUST be submitted through your Canvas course. It should look professional and be interesting enough to hold a patient’s attention. You will be graded according to the Written Assignment Rubric. If you have any issues, please contact your instructor.

CAAHEP: IV.P.1 Instruct a patient according to patient’s special dietary needs.

CAAHEP: IV.A.1 Show awareness of patient’s concerns regarding a dietary change.

**To Eat or Not to Eat**

**Review**

1. \_\_\_\_\_\_\_\_\_\_\_\_ involves the physical and chemical changes to food that the body makes to make it absorbable.
2. What does nutrition include?
3. What are the different types of dietary nutrients (List and describe)?
4. What are the three energy nutrients?
5. What are the different colors on the MyPlate and what does each stand for?
6. Why are antioxidants an important part of nutrition?
7. Herbs are medicinal plants and are also known as \_\_\_\_\_\_\_\_\_\_.
8. Why is water so important for the body?
9. What is the difference between bulimia and anorexia nervosa? What are problems that occur with each?
10. What is diabetes mellitus?
11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is currently the leading cause of death in the United States.

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**Quiz**

*IV.C.1*

Describe dietary nutrients including:

a. carbohydrates

b. fat

c. protein

d. minerals

e. electrolytes

f. vitamins

g. fiber

h. water