

Module 11. ADL: Eating

Goals

The goals of this module are to prepare participants to:

- Assist consumers to make healthy decisions about nutrition and diet.
- Assist consumers to eat.
- Use the exploring options approach to assist consumers to solve problems.

Time

3.75 hours (including 30 minutes for break and warm-up or closing)

Activities	Methods	Time
11.1 Eating for Health and Enjoyment	Small-group work, interactive presentation, discussion	1 hour & 55 minutes
11.2 When Consumers Need Assistance with Eating	Interactive presentation, demonstration, and practice pairs	35 minutes
11.3 Practice Lab: The “Exploring Options” Approach to Problem-Solving	Interactive presentation, small-group work, discussion	45 minutes

Supplies

- Food samples (see Instructor’s Guide: Sample Foods for Activity 11.1)
- Measuring cups and spoons; plates, cups, and bowls; food scales (enough for the five food groups)
- Individual puddings, spoons, and napkins
- Assistive devices for eating (see Handout 11.6)

Handouts

- Handout 11.1 Food Likes and Dislikes
- Handout 11.2 Food Guidance – My Plate
- Handout 11.3 Regular and Simple Modified Diets
- Handout 11.4 Helping Mrs. Jackson Get Ready to Eat
- Handout 11.5 Show Your Skills – Helping Consumers Eat
- Handout 11.6 Assistive Devices for Eating
- Handout 11.7 Situations for Exploring Options
- Handout 11.8 Exploring Options Worksheet

Advance Preparation

Review all training and presentation materials for this module.

Copy all handouts for participants.

Gather all necessary supplies and equipment.

Activity 11.1: Eating for Health and Enjoyment

Instructor's Guide: "Sample Foods for Activity 11.1," lists items needed for this activity. Either bring these items yourself, or ask participants a day ahead of time to choose one item from the list to contribute. Keep track of who is bringing in what item(s), so you can bring enough items to ensure that all the food groups are covered.

Prepare flip chart pages for the "Learning Agenda" (step 1), "The Five Food Groups & Daily Recommended Portions" (step 10), "Group Tasks for Meal Planning" (step 12), and "One Day Meal Plan" (step 13).

Set up a work station for each food group before class starts. Make sure each station has the necessary bowls, plates, cups, and measuring cups, as needed. The grain group and meat/beans group each need a food scale (or you can ask them to share one).

Activity 11.2 When Consumers Need Assistance with Eating

Buy a snack pudding for each participant, along with a few extras; bring enough plastic spoons and napkins for each participant.

Gather a selection of adaptive devices for eating (see Handout 11.6).

Activity 11.3 Practice Lab: Exploring Options to Solve Problems

Make sure you have the flip chart page from Activity 17.4, on "Exploring Options to Solve Problems."

ACTIVITY 11.1 Eating for Health and Enjoyment

1 hour and 55 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Explain how individual values and a person's cultural upbringing affect a person's relationship to food.
- List the five major food groups and identify foods within each group.
- State the amount of food that is appropriate in each food group per day.
- List six simple modified diets.
- Explain the importance of respecting a consumer's preferences around food.

Key Content

- ❖ When people are asked to describe what is unique about the culture they came from or in which they were raised, food choices, meal preparation, and dining habits often enter into the conversation. What people eat and how they eat are integral parts of their culture. When direct-care workers help consumers with meal preparation or eating, they are entering into the consumer's culture.
- ❖ Asking open-ended questions will help the direct-care worker know, understand, and respect the consumer's food choices and preferences, cultural upbringing, and style of dining.
- ❖ At the same time as they reflect culture and upbringing, food and nutrition are major factors in maintaining health.
- ❖ Magazine stands are full of fad "diets" to help people lose weight. However, the word "diet" actually refers to the selection and quantity of food that people eat. Everyone needs to eat a balance of foods from the five food groups – grains, vegetables, fruits, milk, meat and beans. This is called a "regular diet."
- ❖ In addition to getting a balance of nutrients, many consumers are advised to follow a "simple modified diet." This means that one feature of a regular diet is changed. The six simple modified diets are: soft foods, bland foods, low calorie, high calorie, low salt, and low fat.
- ❖ Direct-care workers need to be prepared to help consumers select and prepare foods that meet their dietary restrictions, at the same time as recognizing and honoring the consumer's cultural traditions around eating and mealtime.

Activity Steps

Interactive presentation (3 minutes)

1. Introduce Module 18 by reviewing the "Learning Agenda."



LEARNING AGENDA **MODULE 18: ADL: EATING**

- What we eat and why
- What's a healthy diet?
- What's a simple, modified diet?
- Helping consumers to eat
- Exploring options approach to problem solving

PART A. ME AND MY FOOD

Small-group work (12 minutes)

2. Introduce helping consumers with preparing food and eating by paraphrasing the first bullet in “Key Content.” Note that exploring their own cultural traditions around food will help participants to recognize and honor the traditions of consumers.
3. Divide participants into five groups. Distribute Handout 11.1, “Food Likes and Dislikes.” Ask participants to spend 10 minutes discussing these questions as a group. Have them choose one person to write down their answers on his or her handout. (That person will also be “the reporter” and share their group’s answers in the large-group discussion.) To clarify the assignment, read through the handout, briefly answering the questions from your own perspective.

Discussion (20 minutes)

4. Working with one question at a time, invite the reporters to share their group’s responses to each question. Record the group responses for each question on a flip chart page.



1. Foods eaten regularly
2. Favorite foods
3. Least favorite foods
4. Lessons about food

⇒ **Teaching Tip**

If there are more than 12 participants, ask for only two responses from each group for each question. Each group can add to what previous groups reported, avoiding repetition.

5. Explore some of the themes from the different groups as follows:
 - *Are there any foods listed that you never heard of? (Ask someone to explain what they are.)*
 - (For Favorite Foods) *What would you do if you were no longer able to eat your favorite foods?*
 - (For Least Favorite Foods) *What would you do if you went to someone's house for dinner and the only foods served were your least favorites?*
 - *Do the "lessons learned" from family and culture still hold true today? If not, how and why have your eating patterns changed?*
6. Ask participants to think about what they learned about Mrs. Jackson from Module 17. Ask: *How might Mrs. Jackson's answer the questions?*
7. Finally, ask participants: *What have you learned from this activity about food, food choices, and dining? How does this apply to helping consumers select, prepare, and eat their meals? Make sure to mention the importance of asking open-ended questions and listening to learn about the consumer's "food culture."*

PART B. FOOD GUIDANCE: MyPlate

Interactive presentation (15 minutes)

8. Ask participants: *What does "nutrition" mean to you?* After several responses, note that there are several definitions, and they all refer to the way the body uses food to keep healthy or to grow.
9. Distribute and review Handout 11.2, "MyPlate." Explain that, to help us think about the "nutritional" aspects of food, scientists have identified five major groups of foods that are necessary to keep the body healthy or growing. On a blank flip chart page, list the five food groups one at a time. After each one, ask for examples of foods from that group.

FIVE FOOD GROUPS

Grains
Vegetables
Fruits
Dairy
Proteins

10. After all the groups have been listed, list the guidelines for how much food from each category should be eaten by an average adult in one day. Note that these quantities—ounces of grains, cups of fruit—are not very familiar, so they will practice measuring out these quantities to get a better sense of what is recommended.



THE FIVE FOOD GROUPS &
DAILY RECOMMENDED PORTIONS:

- Grains – 6 ounces
- Vegetables – 2 ½ cups
- Fruits – 2 cups
- Dairy (Milk products) – 3 cups
- Protein (Meat and/or beans) – 5 ½ ounces

Small-group work (15 minutes)

11. Place the food that you and/or participants brought in on a central table.
12. Explain that participants will work in the same groups as before. Assign one of the food categories to each group. Post the prepared flip chart and explain the three tasks for each group. Give them 10 minutes to complete their tasks. Ask the groups to be sure that everyone gets a chance to practice weighing or measuring the food.



GROUP TASKS
FOR MEAL PLANNING:

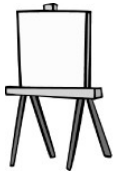
- Collect all the foods for your food group from the table
- Measure out the total amount for one day (different foods, please!)
- Suggest how to spread this out over the day's meals and snacks

⇒ **Teaching Tip**

Monitor the groups while they are working to answer any questions and to see that everyone is getting a chance to practice weighing and measuring.

Group presentations and discussion (20 minutes)

13. Ask each group to show the amounts of food they measured out to meet the daily requirements for their food group and to explain how they would include these amounts in a meal plan. Post the prepared flip chart page with the meals and list the foods and amounts suggested by each group.



ONE DAY MEAL PLAN:

BREAKFAST

SNACK

LUNCH

SNACK

DINNER

14. After each group has presented, ask participants to consider their “one day meal plan.” Explain that this is very similar to the process that meal planners and dietitians actually follow to ensure a balanced diet. However, since each group worked on their own, some of

the combinations might seem a bit odd. Ask participants how they might revise this meal plan. Remind participants that (a) different people have different preferences and (b) there are countless possibilities of food combinations that meet the daily recommendations.

15. Ask participants if anyone in the room thinks he or she eats a well-balanced diet every day. Acknowledge that most people in the U.S. do not and this has contributed to many diseases, including obesity, heart disease, liver diseases, high blood pressure, and diabetes. Ask participants, “*What gets in the way of eating healthily all of the time?*” [Some reasons are that we eat many of our foods on the run or in front of the TV where portion control is not a focus; often high fat foods are cheaper; some neighborhoods lack fresh fruits and vegetables and they cost a lot of money; and we aren’t knowledgeable about good nutrition.]
16. End the activity by stating that it is important for consumers to remain healthy. It is equally important for them, as direct-care workers, to eat a well-balanced diet because they need strength and energy to perform at their best.

PART C. SIMPLE MODIFIED DIETS

Interactive presentation (15 minutes)

17. Distribute and review Handout 11.3, “Regular and Simple Modified Diets.” Describe the most common simple modified diets and the medical reasons for following each diet.

PART D. FOOD FOR BERTHA JACKSON

Discussion (15 minutes)

18. Facilitate a discussion about Mrs. Jackson’s relationship to food at the moment. Ask participants: *What do we know about Mrs. Jackson’s eating habits?* [We know that she has not been eating, possibly due to the depression, and has lost weight. She has a heart condition that probably requires a modified diet, and she states the food tastes flat.]
19. Ask: *As a direct-care worker, what are your concerns about Mrs. Jackson’s nutrition and what might you do?* In this discussion, balance the need for Mrs. Jackson to eat well and her personal choice to eat what and when she wants to eat. Some ideas are:
 - *Find out what she likes and fix her favorite meals*
 - *Use spices/bring spices to the meals*

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- *Eat with her, if allowed*
- *Listen to her to find out why she does not want to eat*
- *Have food available for her to eat when she feels like it, not just at mealtimes*
- *Ask her niece if she can prepare a few meals for her to store in the freezer*

20. Emphasize that no matter how much we want to help Mrs. Jackson regain her strength by eating a healthy meal, we cannot force her to eat nor should we make her feel guilty or uncomfortable for not eating. If you become concerned about Mrs. Jackson's weight, or if she regularly eats foods that are unhealthy for her or does not eat at all, then it is time to call your supervisor to let him or her know of the situation. It is important as direct-care workers to encourage and provide nutritious and tasty meals and to do it in a way that honors that person's long-standing preferences.

ACTIVITY 11.2 When Consumers Need Assistance with Eating

35 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Identify non-nutritional factors that contribute to pleasant eating experiences.
- Demonstrate how to provide assistance during mealtimes.

Key Content

- ❖ Eating is not just for nutrition. Eating is a social event with emotional and sensory elements of sharing, bonding, and just enjoying the experience. It fulfills many needs—physical, social, and even emotional. It is important to always be aware of this in assisting a person during mealtimes.
- ❖ A pleasurable dining experience is not just about what kind of food is eaten or served. Food and the dining experience are pleasurable to people for many different reasons.
- ❖ Direct-care workers are often asked to assist consumers during mealtimes. For various reasons, consumers may be limited in their ability to eat by themselves. They may be unable to move their hands or arms and manipulate utensils. Their hands/arms may tremble or shake. Or they may otherwise lack the strength to eat.
- ❖ There are various ways a direct-care worker can assist a consumer to eat, from providing companionship to assisting with utensils. The emphasis should be on making mealtimes an enjoyable experience for the consumer. To properly prepare for assisting consumers during meals, it is important to explore why we eat and why it isn't *just* about putting food into our mouths.

Activity Steps

Interactive presentation (15 minutes)

1. Explain that food has many purposes in our culture and, for many people, nutrition or hunger aren't the first things that come to mind when they think of eating! Explain that meetings, parties, social gatherings, and holidays are often centered on food. As noted earlier, how and what we eat are often significant identifiers of our culture, traditions, and beliefs.

2. Ask participants: *What makes for a pleasurable dining experience (for you personally)?*

⇒ **Teaching Tip**

Responses will likely be very personal, so affirm all responses. Ensure that the group touches on issues about the dining environment, aroma, temperature of food, food preferences, who may be there, who cooked the food, etc.

3. Ask participants: *Have you ever had an unpleasant experience with food or dining? What made it unpleasant?* [Ensure that the following things are mentioned: hair on the food, cold food when it is supposed to be hot, burning your tongue, not liking the company, odd smells.]
4. State that we know that Mrs. Jackson does not need assistance with feeding during meals, but she is eating very little. And we also know that Bertha can express her wishes and needs verbally. Ask participants to list questions that may help her direct-care worker make her dining experience pleasurable. Help them word the questions to be open-ended as appropriate and write them on a flip chart.



Bertha Jackson's Dining Experience

⇒ **Teaching Tip**

Some questions may be: what kinds of food do you like for breakfast, lunch, or dinner? What snacks do you like? Where do you prefer to eat? Are you allergic to anything? What's your favorite food? (Note: In the assisted living setting, consumers have a choice to eat with others or in their rooms alone; explore whether Mrs. Jackson is choosing to eat alone because of depression or for other reasons—e.g., she doesn't get along with other residents.)

5. Explain that in assisted living consumers (commonly referred to as residents) often eat together in a dining room, so preparing someone to go to eat is an important part of a direct-care worker's job. Ask participants: *If you are going out to dinner with friends or family, how do you prepare?*

6. Distribute Handout 11.4, “Helping Mrs. Jackson Get Ready to Eat.” Note which of their responses (above) relate to each step. Note any of the information that was not covered in the discussion.
7. Note that when consumers eat in bed, they also need to be prepared for mealtimes. Review the bullets in the second list on Handout 11.4.

Demonstration and practice pairs (20 minutes)

8. After the direct-care worker has prepared a consumer to eat, ensuring his or her dignity, it is time to assist the consumer in eating. Explain that most consumers eat just like any other person, and eating can be a pleasurable or unpleasant experience as discussed earlier. Direct-care workers have the role of assisting a person in having the most pleasurable dining experience possible each time they eat.
9. Note that when a consumer is capable of feeding him- or herself, the direct-care worker still may need to assist with tasks such as: providing a clothing protector, opening cartons, cutting the food into bite-size pieces, seasoning food, or other requests the consumer might have. If the consumer is not eating with others, checking in with the consumer about whether he or she wants company while eating is also important.
10. Explain that sometimes consumers will need assistance being fed, due to dementia, physical limitations, problems with swallowing that might result from a stroke and so on. Explain that you are going to demonstrate how to help a consumer actually eat.
11. Ask for a volunteer to help you with the skills demonstration, by joining you at the front of the room. Bring the pudding, spoon, napkin, plastic cup with water, and a clothing protector to the place where you will conduct the demonstration.
12. Follow the steps in Handout 11.5, “Show Your Skills – Helping Consumers Eat,” and feed the pudding to the volunteer (pretending that you have a variety of food items available). Demonstrate good communication skills while feeding. Explain the steps and take questions.
13. Distribute Handout 11.5, “Show Your Skills – Helping Consumers Eat.” Give participants a few minutes to review. Then ask:
How do you ensure the consumer’s safety while eating?
How can you make eating easier and more pleasurable for a consumer who has difficulty swallowing?
Ask if there are any additional questions regarding assisting a consumer to eat.
14. Ask participants to form pairs for skills practice. Distribute the snack (pudding), spoons, napkins, and cups of water to each participant, explaining that they will take turns and experience both feeding and being fed. Remind participants to follow the steps on Handout 11.5 and to remember to use their communication skills. Allow the participants 10 minutes to feed each other (5 minutes each). Circulate around the room to ensure correct technique.

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15. Ask participants: *How did it feel to assist another person to eat? How did it feel to be on the receiving end? How can you apply this experience to your work with consumers?*
16. Distribute Handout 11.6, “Assistive Devices for Eating.” Show samples of the different devices. Pass the utensils around for participants to feel how the grip is different.

ACTIVITY 11.3 Practice Lab: The Exploring Options Approach to Problem Solving

45 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Demonstrate how to explore options to assist a consumer to solve a problem.

Key Content

- ❖ In person-centered care, it is important for direct-care workers to use an approach to problem-solving that respects the viewpoints and needs of everyone affected by the problem, especially the consumer. The “exploring options” approach to problem-solving (as introduced in Module 17) asks the direct-care worker to state the problem and who is affected, identify key issues for each person involved in the situation, identify more than one possible solution to the problem (options), and consider which option (or combination of options) best addresses the key issues.
- ❖ Participants will practice applying the exploring options approach to problem situations faced by Mrs. Jackson.

Activity Steps

Interactive presentation (5 minutes)

1. Post the flip chart page from Activity 17.4, “Exploring Options to Solve Problems,” and review the steps.

Small-group work (20 minutes)

2. Divide participants into groups of three. Distribute Handout 11.7, “Situations for Exploring Options,” and 11.8, “Exploring Options Worksheet.” Have each group work on a different situation and fill in the worksheet for that situation. Explain that they will use the worksheet to identify the key issues that apply to their situation, and then to brainstorm at least one option for each key issue. They will discuss what might happen as a result of choosing each option and then choose the one (or the combination) that they think will have the best results for their situation – their “Plan A.”

⇒ Teaching Tip

There should be no more than 4 people in each group. If you have more than 12 participants, form more groups and have more than one group working on each scenario. It is interesting to see if two groups working on the same scenario come up with the same or different solutions.

Discussion (20 minutes)

3. Have the groups report out by reading their situations and sharing their solutions—and why they came to that solution. Allow for brief discussion (about 5 minutes total per group).

⇒ **Teaching Tips**

- If you have more than three groups, this discussion may require more time.
- If more than one group discussed the same situation, have those groups give their reports and then discuss.
- If time permits, you can ask the groups what their second options would be – “Plan B.”

4. Summarize by asking participants: *What did you learn about problem-solving from this activity? Aside from work, how might you use it in your own lives?*

Instructor Guide: Sample Foods for Activity 11.1

(Instructors can bring these foods to class, or ask participants to choose from this list and contribute foods themselves. If asking participants to bring foods, remember to make assignments ahead of time.)

Grains

- 2 bagels
- 2 tortillas
- Box of crackers
- Box or bag of cereal
- Container of cooked white or brown rice
- Loaf of your favorite type of bread

Vegetables

- 3 potatoes
- Bunch of celery – washed and cut up
- Head of broccoli – washed and cut up
- Head of lettuce – washed
- Small bag of carrots – peeled and cut up

Fruits

- 2 cans of peaches, or 3 fresh peaches
- 3 bananas
- 3 oranges – cut
- Box of raisins
- Jar of applesauce
- Large bunch of grapes – washed

Dairy

- 3 slices of cheese
- 3 small containers of plain yogurt
- Container of cottage cheese
- Small carton of milk

Protein - Meats, Eggs, Beans, and Nuts

- 3 eggs
- Can of beans
- Jar of nuts
- Jar of peanut butter
- Large can of tuna fish
- Piece of boneless chicken – cooked

Module 11 Handouts

Activities of Daily Living – Eating

Activity 11.1: Eating for Health and Enjoyment

Handout 11.1

Food Likes and Dislikes

Handout 11.2

MyPlate food guidance

Handout 11.3

Regular and Simple Modified Diets

Activity 11.2: When Consumers Need Assistance with Eating

Handout 11.4

Helping Mrs. Jackson Get Ready to Eat

Handout 11.5

Show Your Skills: Helping Consumers Eat

Handout 11.6

Assistive Devices for Eating

Activity 11.3: Practice Lab: The Exploring Options Approach to Problem-Solving

Handout 11.7

Situations for Exploring Options

Handout 11.8

Exploring Options Worksheet

Handout 11.1—Food Likes and Dislikes

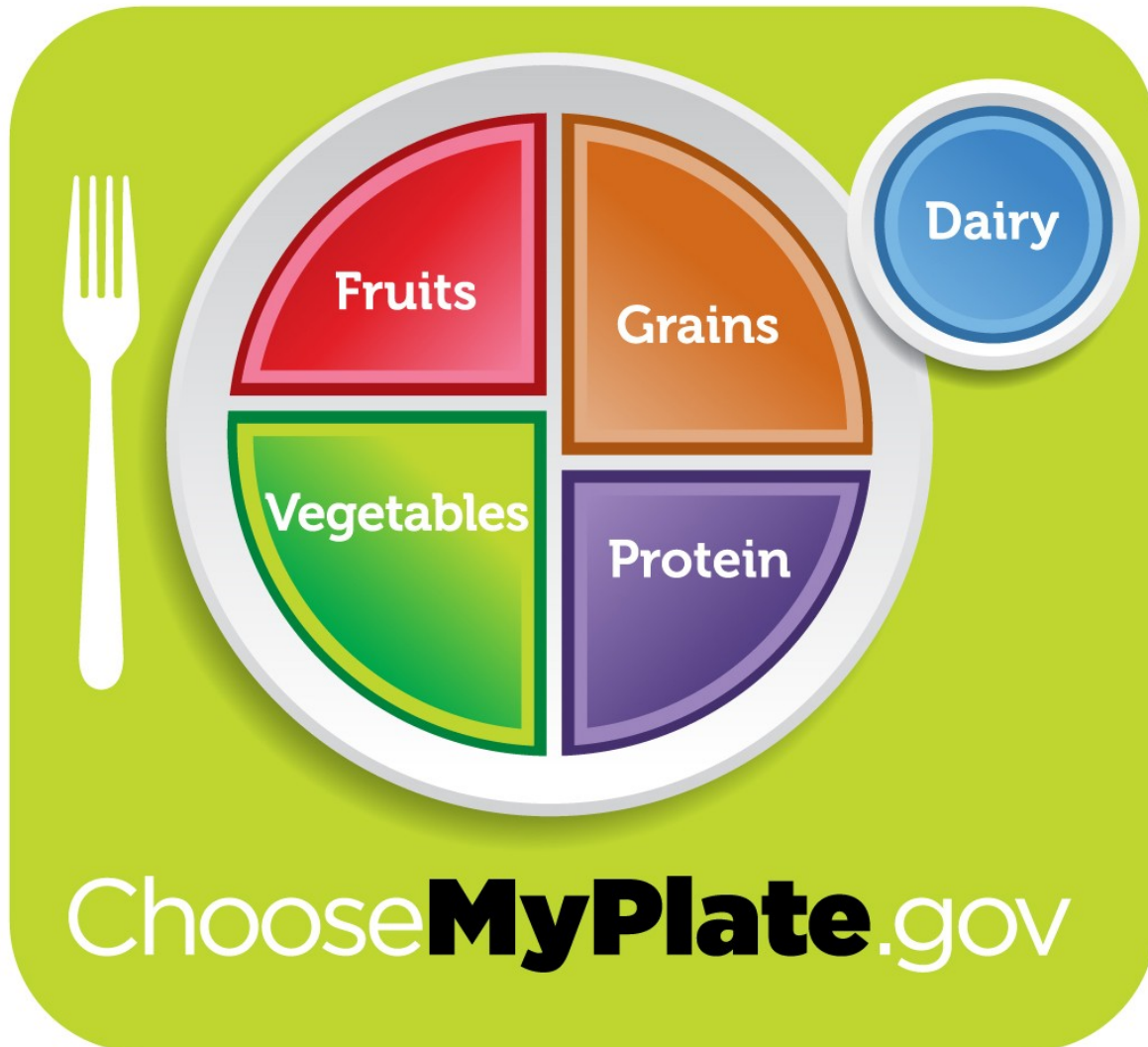
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Different people can have very different taste in food. Talk with your group about your likes and dislikes.

1. Which foods do you and your family eat every week? Why do you eat them so often?
2. Which foods do you like the most? Why?
3. Which foods do you like the least? Why?
4. What did you learn about food and eating while you were growing up?

2. MyPlate

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Grains Group	Vegetable Group	Fruit Group	Dairy Group	Protein Foods Group
Make at least half your grains whole.	Vary your veggies.	Focus on fruits.	Get your calcium-rich foods.	Go lean with protein.



Dietary Guidelines 2010 Selected Messages for Consumers

Take action on the Dietary Guidelines by making changes in these three areas.

Choose steps that work for you and start today.

Balancing Calories

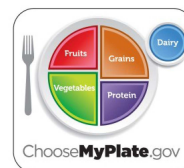
- Enjoy your food, but eat less.
- Avoid oversized portions.

Foods to Increase

- Make half your plate fruits and vegetables.
- Make at least half your grains whole grains.
- Switch to fat-free or low-fat (1%) milk.

Foods to Reduce

- Compare sodium in foods like soup, bread, and frozen meals—and choose the foods with lower numbers.
- Drink water instead of sugary drinks.



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Handout 11.3—Regular and Simple Modified Diets

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A regular diet can be changed to fit the needs of different people. A “simple modified diet” is a diet that has just one change from regular.

Simple modified diets are: soft, bland, high-calorie, low-calorie, low-salt, or low-fat.

Mrs. Bradley – Regular diet

“Because I don't have any health problems, I can pretty much eat what I like. Of course, I don't overdo the fatty foods. And I make sure to eat lots of fruits and vegetables each day. Eating the right servings from the food groups gives me what I need to stay healthy.”

Mr. Hunt – Soft diet

“Ever since my surgery, I've had trouble eating. So I need soft foods that are easy to chew, swallow, and digest. I can have foods from every group. But they need to be strained, chopped, or ground up first. I stay away from foods with a lot of fiber, like seeds.”

Mrs. Atkins – Bland diet

“With my history of ulcers, I need to eat foods that are easy to digest. All the food groups are fine for me. But I'm supposed to stay away from foods with lots of fiber or spices. And I can't have coffee or alcohol.”

Handout 11.3—Regular and Simple Modified Diets

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Mr. Wang – High-calorie diet

“I need to gain back the weight I lost during chemo and build up my strength. I can have foods from any group. I just need to make sure they have lots of nutrients and calories. I get a milk shake for my snack each day.”

Mrs. Simms – Low-calorie diet

“I have diabetes, and I need to lose weight. So my doctor says I have to cut calories. I can have food from all the groups. I just eat less sweet or fatty foods. Skim milk, yogurt, fruits, vegetables, and lean meats are all great. But I really limit fried foods, chips, soft drinks, and cheese.”

Mr. Perez – Low-salt diet

“Salt makes my blood pressure worse. So I've cut back a lot on foods with sodium in them. Every food group is OK. But I need to stay away from salty foods like bacon, canned soups, and crackers.”

Mrs. Vern – Low-fat diet

“Because my liver doesn't work well, I have trouble digesting fat. The staff here has me on a low-fat diet. Now I have jello instead of ice cream for my night snack. And during the day I have some fruit instead of cookies.”

Handout 11.4—Helping Mrs. Jackson Get Ready to Eat

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Eating is more than just the food. For many people, it is one of the most important events of the day. Whether consumers eat with others or alone, it's smart to plan ahead, to make the meal as enjoyable as possible. Read how you can help them get ready to eat.

**Today Mrs. Jackson will be eating with other people.
Follow these steps to help her get ready:**

1. Help her wash her hands and face, brush her hair, and put on make-up. This helps her feel good about the way she looks.
2. Help her use the toilet, commode, or bedpan.
3. Make sure she has her dentures.
4. If she is going to the dining room, ask her where she would like to sit. Help her sit there.
5. Help her tuck a napkin into her blouse, if needed.

Today Mrs. Jackson is not feeling well, and will be eating alone in her bed. Follow these steps to help her get ready:

1. Make sure her sheets and blankets are clean. Fluff and turn her pillow.
2. Help her sit up.
3. Place the tray on her lap or on a bed table, if she has one.
4. Help tuck a napkin into her shirt, if needed.
5. Make sure she can reach a bell or signal for you, if she needs you.

Handout 11.5—Show Your Skills -- Helping Consumers Eat

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Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill?	Instructor's Notes
Get Ready		
1. Greet the consumer by name.	Yes No	
2. Wash hands.	Yes No	
Prepare the consumer to eat		
3. Prepare the consumer to eat as described in Handout 11.4	Yes No	
4. Determine if the consumer would like to eat in the dining room, in a chair or in bed.	Yes No	
5. Make sure the consumer has the food requested or the food required by the care plan.	Yes No	
6. Provide the consumer with a clothing protector, if needed.	Yes No	
7. Cut up food into bite-size pieces as necessary.	Yes No	
8. Open any cartons or containers that would be difficult for the consumer to open.	Yes No	
9. Talk to the consumer about what food is there, and ask if the consumer needs additional assistance.	Yes No	

Handout 11.5—Show Your Skills -- Helping Consumers Eat

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10. If the consumer needs assistance with feeding, follow steps 11 – 23.	Yes No	
Assist the consumer to eat		
11. Provide privacy if appropriate	Yes No	
12. Before feeding consumer, ensure he or she is in an upright sitting position and has a clothing protector	Yes No	
13. Sit at consumer's eye level.	Yes No	
14. Ensure that food is not too hot. Stir to cool.	Yes No	
15. Cut food into bite-size pieces as necessary.	Yes No	
16. Offer the consumer fluid to moisten the mouth and ease swallowing. Continue to offer fluids throughout the meal every three or four bites	Yes No	
17. Alternate types of food offered, allowing for consumer preferences.	Yes No	
18. Offer the food in bite-size pieces from the tip of a half-filled spoon.	Yes No	
19. Make sure consumer's mouth is empty before next bite of food or sip of beverage is offered.	Yes No	
20. Talk to consumer while feeding him or her	Yes No	
21. Wipe food from consumer's mouth and hands as necessary.	Yes No	
22. Encourage consumer to finish the meal, but do not force food.	Yes No	
Assist the consumer to clean up		

Handout 11.5—Show Your Skills -- Helping Consumers Eat

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23. When finished eating, wipe mouth and remove food.	Yes No	
24. Remove clothing protector and dispose of in proper container.	Yes No	
25. When the meal is complete, provide opportunity for consumer to wash hands and face. Assist as necessary.	Yes No	
Clean up and ORR		
26. Record fluid intake and uneaten food as required by the care plan.	Yes No	
27. Clean up eating area as needed.	Yes No	
28. Wash hands.	Yes No	

Trainee's Signature: _____

Date:

Trainer's Signature: _____

Date:

Handout 11.6—Assistive Devices for Eating

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These devices make it easier for the consumer to feed him or herself:

- Angled forks and spoons – for limited wrist or arm movement
- Easy-grip large-handled forks, spoons, and knives
- Hand-clip handle with easy grip
- Hand-clip handle for non-grip
- Sipper cup
- Plates with high lips – to keep food on plate
- Snap-on food guard – to keep food on plate

Handout 11.7—Situations for Exploring Options

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Working with your group, read the assigned situation. Then go on to the next handout.

Situation A

Mrs. Jackson has refused to eat her dinner in the dining room for more than a month. She has lost weight. Your supervisor wants you to try to bring her to dinner and make sure she's eating. When you ask her to come to dinner with you, she refuses.

Situation B

After much prodding, Mrs. Jackson has agreed to come to dinner with you. But she says the food is too bland. She starts putting a lot of salt on her food, even though the doctor said she needs to limit salt. You ask her to stop. She tells you to be quiet and to be glad that she came to dinner at all.

Situation C

Mrs. Jackson's niece visits often. She likes to visit early in the morning. That's when you are helping Mrs. Jackson get ready for breakfast in the dining room. Mrs. Jackson loves spending time with her niece. So she won't go to breakfast when her niece visits.

Handout 11.8—Exploring Options Worksheet

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Working with your group, discuss the situation you were assigned in the last handout. Follow this worksheet to use the “exploring options” approach.

Circle the case your group discussed.

Case A Case B Case C

1. Key Issues:

Decide which of these issues is important in your group’s case.

Place a check mark by each issue.

- ⌘ Caregiver safety
- ⌘ Company rules
- ⌘ Consumer care
- ⌘ Consumer rights
- ⌘ Consumer safety
- ⌘ Cultural respect
- ⌘ Keeping germs from spreading
- ⌘ Role of caregiver

2. Options:

List the key issues you checked off. Write down at least one way (option) to deal with each issue.

Key Issue: _____

Option: _____

Handout 11.8—Exploring Options Worksheet

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Key Issue: _____

Option: _____

Key Issue: _____

Option: _____

Key Issue: _____

Option: _____

3. Discuss, for each option, what might happen – both good and bad?

4. “Plan A” – which option (or combination of options) do you suggest to address this situation?