

22

Clients' Nutritional Needs



1. Describe the importance of proper nutrition and list the six basic nutrients

Define the following terms:

nutrition

how the body uses food to maintain health.

nutrient

something found in food that provides energy, promotes growth, and health and helps regulate metabolism.

fiber

parts of fruits, vegetables, grains, nuts, and legumes that cannot be digested; necessary for bowel elimination.

1. Describe the importance of proper nutrition and list the six basic nutrients

Define the following terms:

complex carbohydrates

carbohydrates that are broken down by the body into simple sugars for energy; found in foods such as bread, cereal, potatoes, rice, pasta, vegetables, and fruits.

simple carbohydrates

carbohydrates that are found in foods such as sugars, sweets, syrups, and jellies and have little nutritional value.

Key Material 22-1: Six Basic Nutrients

Water

- Most essential nutrient for life
- Water aids in digestion, absorption of food, elimination of wastes, and maintaining normal body temperature

Carbohydrates

- Provide energy and extra protein
- Provide fiber
- Complex carbohydrates include bread, cereal, potatoes, rice, pasta, vegetables, and fruits
- Simple carbohydrates include sugars, sweets, syrups, and jellies

Protein

- Essential for tissue growth and repair
- Provides a supply of energy
- Includes seafood, poultry, meat, eggs, milk, cheese, nuts, nut butters, peas, dried beans or legumes, and soy products

Key Material 22-1: Six Basic Nutrients (cont'd)

Fats

- Help the body store energy
- Four categories are saturated, trans, monounsaturated, and polyunsaturated
- Include animal fats, such as butter, beef, pork, fowl, fish, and dairy products; plant sources include olives, nuts, or seeds

Vitamins

- Vitamins are essential to body functions
- Fat-soluble vitamins are A, D, E, and K
- Water-soluble vitamins are B and C

Minerals

- Minerals form and maintain body functions
- Include zinc, iron, sodium, potassium, calcium, magnesium, and phosphorus

1. Describe the importance of proper nutrition and list the six basic nutrients

Vitamins

- See Table 22-1 (p. 372 in textbook) or Handout 22-1 for descriptions
- Vitamins are essential to body functions
- Fat-soluble vitamins are A, D, E, and K
- Water-soluble vitamins are B and C

1. Describe the importance of proper nutrition and list the six basic nutrients

Minerals

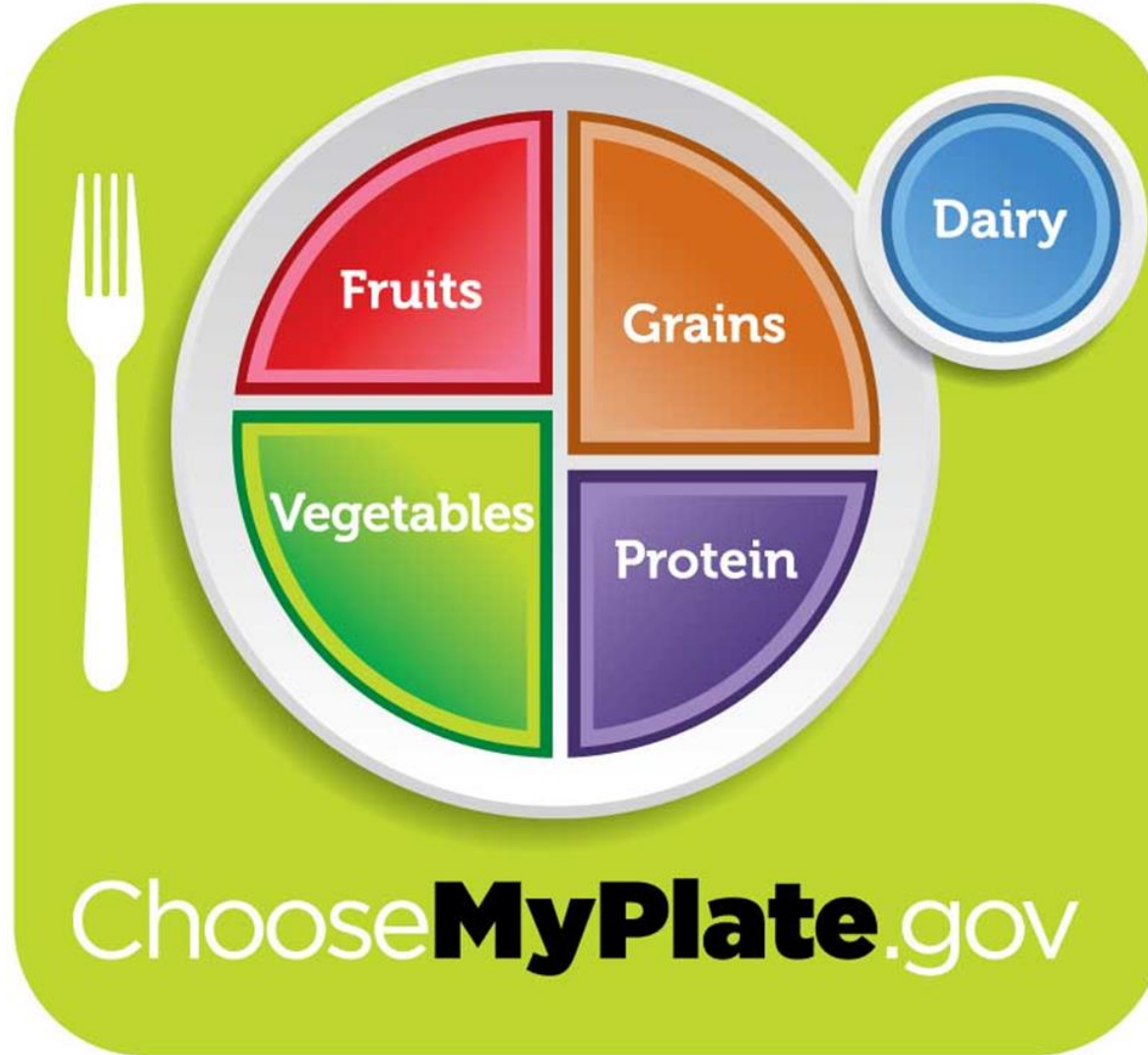
- See Table 22-2 (p. 372 in textbook) or Handout 22-1 for descriptions
- Minerals form and maintain body functions
- Minerals include zinc, iron, sodium, potassium, calcium, magnesium, and phosphorus

2. Describe the USDA's MyPlate

Remember:

The USDA's MyPlate icon is based on scientific information about nutrition and health and its goal is to guide people in making healthy food choices.

Key Material 22-2: MyPlate



2. Describe the USDA's MyPlate

HHAs should know these points about food groups and MyPlate:

- Vegetables and fruits
 - Make half your plate fruits and vegetables
 - Dark green, red, and orange vegetables have the best nutritional content
 - Vegetables are low in fat, calories, and have no cholesterol.
 - Vegetables provide fiber and vitamins
 - Fruits are low in fat, sodium, calories, and have no cholesterol
 - Fruits provide vitamins and fiber

2. Describe the USDA's MyPlate

- Grains
 - At least half of all grains consumed should be whole grains
 - Whole grains contain bran and germ, as well as the endosperm. Refined grains retain only the endosperm
 - Grains are found in cereal, bread, rice, and pasta

2. Describe the USDA's MyPlate

- Proteins
 - Meat, poultry, seafood, and eggs are animal sources of proteins. Beans, peas, soy products, vegetarian meat substitutes, nuts, and seeds are plant sources of proteins
 - Eat seafood twice a week in place of meat or poultry
 - Choose lean meat and poultry. Include eggs and egg whites on a regular basis
 - Eat plant-based protein foods more often
 - Some nuts and seeds (flax, walnuts) are excellent sources of essential fatty acids

2. Describe the USDA's MyPlate

- Dairy
 - Provides protein, vitamins, and minerals
 - Includes all of the foods made from milk that retain their calcium content, such as yogurt and cheese
 - Most dairy group choices should be fat-free (0%) or low-fat (1%)
 - Choose fat-free or low-fat milk or yogurt more often than cheese
 - Soy, almond, rice, and oat products enriched with calcium are an alternative to dairy foods

2. Describe the USDA's MyPlate

This tips also help with making healthy food choices:

- Balance calories
- Enjoy your food, but eat less
- Avoid oversized portions
- Foods to eat more often are vegetables, fruits, whole grains, and fat-free or 1% milk and low-fat dairy products
- Foods to eat less often are foods high in solid fats, added sugars, and salt. These foods include fatty meats, like bacon and hot dogs, cheese, fried foods, ice cream, and cookies
- Compare sodium in foods. Select canned foods that are labeled sodium-free, very low sodium, low sodium, or reduced sodium
- Drink water instead of sugary drinks

3. Identify ways to assist clients in maintaining fluid balance

Define the following terms:

NPO

abbreviation for *nothing by mouth* from the Latin *nil per os*; a medical order that means a client should not have anything to eat or drink.

dehydration

a serious condition in which a person does not have enough fluid in the body.

fluid overload

a condition that occurs when the body is unable to handle the amount of fluid consumed.

3. Identify ways to assist clients in maintaining fluid balance

Define the following terms:

edema

swelling caused by excess fluid in body tissues.

fluid balance

taking in and eliminating equal amounts of fluid.

3. Identify ways to assist clients in maintaining fluid balance

Review these facts about fluid intake:

- Drinking enough water or other fluids per day can help prevent constipation and urinary incontinence.
- Without enough fluid, urine becomes concentrated, which creates a higher risk for infection.
- Proper fluid intake helps to dilute fluid and flush out the urinary system.
- It may help prevent confusion.

3. Identify ways to assist clients in maintaining fluid balance

Guidelines for preventing dehydration include the following:

- Report observations and warning signs to supervisor immediately
- Encourage clients to drink every time you see them
- Offer fresh water or other fluids often
- Record fluid intake and output
- Ice chips, frozen flavored ice sticks, and gelatin are also forms of liquids
- If appropriate, offer sips of liquid between bites of food at meals and snacks
- Make sure a pitcher and cup are near enough and light enough for a client to lift
- Offer assistance with drinking
- Record fluid intake and output

3. Identify ways to assist clients in maintaining fluid balance

HHAs should report these signs and symptoms of dehydration:

- Client drinks less than six 8-ounce glasses of liquid per day
- Client drinks little or no fluids at meals
- Client needs help drinking from a cup
- Client has trouble swallowing liquids
- Client experiences frequent vomiting, diarrhea, or fever
- Client is easily confused or tired

3. Identify ways to assist clients in maintaining fluid balance

Signs and symptoms of dehydration (cont'd):

- Report if client has any of the following:
 - Dry mouth
 - Cracked lips
 - Sunken eyes
 - Dark urine
 - Strong-smelling urine
 - Weight loss
 - Fatigue
 - Dizziness
 - Complaints of abdominal pain
 - Client reports being very thirsty

3. Identify ways to assist clients in maintaining fluid balance

Signs and symptoms of fluid overload include the following:

- Swelling of extremities
- Weight gain
- Decreased urine output
- Shortness of breath
- Increased heart rate
- Anxiety
- Tight, smooth, or shiny skin

4. Identify nutritional problems of the elderly or ill

The following problems can affect nutrition for the elderly or ill:

- Illness or loneliness
- Small appetite (offer frequent, small meals)
- Unintended weight loss
- Constipation (increase activity and fluids)
- Pain or nausea (offer medications and small amounts of food)
- Difficulty chewing or swallowing (special foods)

4. Identify nutritional problems of the elderly or ill

HHAs should know these guidelines for preventing unintended weight loss:

- Report observations and warning signs to your supervisor
- Food should look, taste, and smell good
- Encourage clients to eat
- Honor clients' food likes and dislikes
- Offer many different kinds of foods and beverages
- Help clients who have trouble feeding themselves

4. Identify nutritional problems of the elderly or ill

Guidelines for preventing unintended weight loss (cont'd):

- Season food to clients' preferences
- Allow enough time for clients to finish eating
- Notify supervisor if clients have trouble using utensils
- Record the meal/snack intake
- Provide oral care before and after meals
- Position clients sitting upright for feeding
- If a client has had a loss of appetite and/or seems sad, ask about it

4. Identify nutritional problems of the elderly or ill

The following are signs and symptoms of unintended weight loss to report:

- Client needs help eating or drinking
- Client eats less than 75% of meals/snacks served
- Client has mouth pain
- Client has dentures that do not fit properly
- Client has any difficulty chewing or swallowing
- Client coughs or chokes while eating
- Client is sad, has crying spells, or withdraws from others
- Client is confused, wanders, or paces

4. Identify nutritional problems of the elderly or ill

Define the following terms:

parenteral nutrition (PN)

the intravenous infusion of nutrients administered directly into the bloodstream, bypassing the digestive tract.

nasogastric tube

a feeding tube that is inserted into the nose and goes to the stomach.

percutaneous endoscopic gastrostomy (PEG) tube

a feeding tube placed through the skin directly into the stomach.

gastrostomy

a surgically created opening in the stomach and abdomen.

4. Identify nutritional problems of the elderly or ill

Remember:

Your role as an HHA is observing for problems. You may also assemble equipment and supplies and position client for feeding

4. Identify nutritional problems of the elderly or ill

Guidelines for tube feedings are as follows:

- Wash hands before assisting with tube feedings
- Make sure tubing is not coiled or kinked
- Be aware of NPO orders
- Report if tube comes out
- Doctor prescribes feedings. They will be in liquid form and served at room temperature
- Client should remain in sitting position during the feeding and kept upright afterwards as long as ordered (at least 30 minutes)
- Give careful skin care

4. Identify nutritional problems of the elderly or ill

Guidelines for tube feedings (cont'd):

- Report any of the following:
 - Redness or drainage around the opening
 - Skin sores or bruises
 - Cyanotic skin
 - Client complaints of pain or nausea
 - Choking or coughing
 - Vomiting

4. Identify nutritional problems of the elderly or ill

- Report any of the following (cont'd):
 - Diarrhea
 - Swollen abdomen
 - Fever
 - Tube falls out
 - Problems with equipment
 - Feeding pump alarm sounds
 - Change in client's inclined position

5. Demonstrate awareness of regional, cultural, and religious food preferences

It is important for HHAs to

- Know and follow clients' food preferences
- Ask questions
- Pay attention

5. Demonstrate awareness of regional, cultural, and religious food preferences

Think about this question:

What regional, cultural, or religious food preferences do you have?

6. List and define common health claims on food labels

Remember:

Food packages often make claims about the health benefits of the food they contain. Understand that food labels are advertising designed to convince you to buy a product.

Key Material 22-3: Health Claims on Food Labels

- Low-fat,
- Nonfat
- Fat-free
- Reduced fat
- Light

- Low-sodium
- Very low-sodium
- Sodium-free
- No added salt

Key Material 22-3: Health Claims on Food Labels (cont'd)

- Cholesterol-free
- Sugar-free
- No added sugar
- Organic
- Free range or free roaming
- Gluten-free
- Natural
- Healthy
- Good for you

7. Explain the information on the FDA-required Nutrition Facts label

Remember:

The Food and Drug Administration (FDA) requires that all packaged foods contain a standardized nutrition label, called Nutrition Facts. This label contains information about the nutritional content of food. Because the label is in the same format on all foods, it is easy to compare different products.

Nutrition Facts	
12 servings per container	
Serving size	1 cup (28g)
Amount per serving	
Calories	103
% Daily Value*	
Total Fat 2g	3%
Saturated Fat 0g	1%
<i>Trans Fat</i> 0g	
Cholesterol 0g	0%
Sodium 186mg	8%
Total Carbohydrate 21g	7%
Dietary Fiber 3g	11%
Total Sugars 21g	
Includes 11g Added Sugars	25%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	



7. Explain the information on the FDA-required Nutrition Facts label

The following information is listed on the FDA-required Nutrition Facts label:

- Serving size and number of servings per container
- Calories per serving
- Total fat, cholesterol, sodium, total carbohydrate, and protein
- Vitamins and minerals
- Percent daily value for items listed

8. Explain special diets

Define the following terms:

therapeutic, modified, or special diets

diets for people who have certain illnesses.

monosodium glutamate

a form of sodium often added to meat tenderizers, seasonings, and prepared foods to enhance flavor.

sodium nitrate

a salt used to preserve lunch meats and other cured meats.

8. Explain special diets

Define the following terms:

diuretics

medications that reduce fluid volume in the body.

puree

to chop, blend, or grind food into a thick paste of baby food consistency.

Key Material 22-5: Special Diets

- Low-sodium diet
- Fluid-restricted diet
- High-potassium diet
- Low-protein diet
- Low-fat diet
- Modified calorie diet
- Bland diet
- Diabetic diet
- Low-residue (low-fiber) diet
- High-residue (high-fiber) diet
- Gluten-free diet

Key Material 22-5: Special Diets (cont'd)

- Vegetarian diet
- Vegan diet
- Limited animal-based diet
- Liquid diet
- Soft diet and mechanical soft diet
- Pureed diet

8. Explain special diets

Remember:

Some clients will be taking nutritional supplements. More information on nutritional supplements and on preparing mechanical soft diets is provided in the next chapter

Group exercise

Choose one of the special diets described on pp. 382-386 of the textbook and read about it. Then, in small groups, take turns trying to guess each person's special diet, asking questions like

- Can you eat pizza on your special diet?
- Can you eat chocolate on your special diet?
- What do you eat in restaurants?

9. Describe guidelines for assisting with eating

HHAs should remember these points about assisting with eating:

- Mealtime is a social time, which has a positive effect on eating
- Client may be embarrassed when being fed
- Encourage clients to do whatever they can for themselves
- Wash your hands
- Do not treat the client like a child
- Sit at client's eye level
- Check the food temperature
- Cut food and pour liquids as needed

9. Describe guidelines for assisting with eating

Assisting with eating (cont'd):

- Identify foods and fluids. Call pureed foods by correct name
- Allow client to make food choices
- Ask client which food he prefers to eat first
- Do not mix foods unless asked
- Do not rush the meal
- Be social and friendly
- Give the client your full attention while she is eating
- Alternate offering food and drink

Assisting a client with eating

Equipment: meal and beverage; eating utensils; clothing protector (if appropriate); washcloths, wipes or towel

1. Wash your hands.
2. Explain the procedure to the client, speaking clearly, slowly, and directly. Maintain face-to-face contact whenever possible.
3. Provide privacy for the client if desired.
4. Raise the head of the bed or use pillows to make sure that the client is in an upright sitting position (at a 90-degree angle).

Assisting a client with eating

5. If bed is adjustable, adjust bed height to where you will be able to sit at the client's eye level. Lock bed wheels.
6. Place the food and drink where they can be easily seen by the client
7. Help client to clean her hands with a wet washcloth, wipe or towel if she cannot do it herself.
8. Help client put on clothing protector if desired.
9. Sit facing the client at the client's eye level. Sit on the stronger side if the client has one-sided weakness. Do not sit on the client's bed.



Assisting a client with eating

10. Tell the client what foods and drink are there. Offer a drink of beverage and ask what the client would like to eat first.
11. Check the temperature of the food. Using utensils, offer the food in bite-sized pieces. Tell the client the content of each bite of food offered. Alternate types of food offered, allowing for client's preferences. Do not feed all of one type before offering another type. Make sure the client's mouth is empty before offering the next bite or sip is offered.



Assisting a client with eating

12. Ask the client if she is ready for the next sip of beverage. Offer sips of the beverage throughout the meal and at the end of the meal. If you are holding the cup, touch it to the client's lips before you tip it. Give small, frequent sips.
13. Talk with the client throughout the meal. It makes mealtime more enjoyable. Do not rush the client.



Assisting a client with eating

14. Using a washcloth, wipe, or towel, wipe food from the client's mouth and hands as needed during the meal. Wipe again at the end of the meal.
15. When the client is done eating, remove the clothing protector if used. Remove the tray or dishes.



Assisting a client with eating

16. Assist the client to a comfortable position. Keep the client in the upright position for at least 30 minutes. Make sure the bed is free of crumbs
17. If you raised an adjustable bed, return it to its lowest position.
18. Wash your hands.
19. Document the client's intake, if required, and any observations. How did the client tolerate being upright for the meal? Did the client eat well? What foods did the client eat or not eat? Report any swallowing difficulties to your supervisor.

10. Describe eating and swallowing problems a client may have

Define the following terms:

dysphagia

difficulty swallowing.

aspiration

the inhalation of food, fluid, or foreign material into the lungs.

10. Describe eating and swallowing problems a client may have

Remember:

It is very important to report signs of a swallowing problem. Observe clients carefully during meals.

10. Describe eating and swallowing problems a client may have

Signs of a swallowing problem include the following:

- Coughing during or after meals
- Choking during meals
- Dribbling saliva, food, or fluid from the mouth
- Food residue inside the mouth or cheeks during and after meals
- Gurgling sound in voice during or after meals or loss of voice
- Slow eating
- Avoiding eating

10. Describe eating and swallowing problems a client may have

Signs of a swallowing problem (cont'd):

- Spitting out pieces of food
- Several swallows needed per mouthful
- Clearing the throat frequently during and after meals
- Watering of the eyes when eating or drinking
- Food or fluid coming up into the nose
- Making a visible effort to swallow
- Breathing rapidly or with shorter breaths while eating or drinking
- Difficulty chewing food
- Difficulty swallowing medications

10. Describe eating and swallowing problems a client may have

HHAs should understand these guidelines to prevent aspiration:

- Position client in straight, upright position
- Offer small pieces of food or small spoonfuls of pureed food
- Feed the client slowly
- Place food in the unaffected side of the mouth
- Make sure the mouth is empty before offering the next bite of food or sip of drink
- Keep client in upright position for about 30 minutes after eating and drinking if possible

10. Describe eating and swallowing problems a client may have

There are three different thickening consistencies:

- Nectar thick
- Honey thick
- Pudding thick

10. Describe eating and swallowing problems a client may have

Think about this question:

Why must an HHA never offer water or any unthickened beverage to a client who must have thickened liquids?

Critical Thinking: Case Study

Mrs. F is a client who has diabetes.

- What do you know about her prescribed diet?
- Should she measure and weigh her foods? Should she count her carbohydrates?
- Can she eat anything she wishes? Why or why not?

Critical Thinking: Case Study (cont'd)

- If she cheats on her diet, is it a serious issue and should the HHA report it to the supervisor?
- Is an increase or decrease in her exercise routine significant?
- Are her food likes and dislikes important to her diet management? Why or why not?
- What part of the food label is of the greatest interest to her and those caring for her?

