

## Module 5: Putting it into Practice

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Description	Text
<b>Slide 1</b>	<b>Welcome to the module Putting it into Practice</b>
<b>Slide 2</b>	We will begin by discussing the Dietary Guidelines for Americans and MyPlate.
<b>Slide 3</b>	The Dietary Guidelines are documents produced every 5 years starting in 1980. This document contains recommendations on nutrition and healthy lifestyles that are based on scientific evidence from recently published research. The recommendations are directed at the average healthy American 2 years and older. These recommendations are meant as a guide for nutrition policy, programs, and education. The process of determining the guidelines includes a review of the literature by a chosen advisory group that consists of experts in the fields of health and nutrition. After the review of the research, this advisory group offers recommendations to the USDA and HHS. From there, these agencies produce the final document based on the input of the advisory committee. Every dietary guidelines document builds off of the previous. Changes are made to the previous dietary guidelines' recommendations if the current research warrants it.
<b>Slide 4</b>	These are some of the main recommendations from the 2010 Dietary Guidelines. They include: maintain appropriate calorie balance, increase physical activity, prevent/reduce overweight and obesity, limit: sodium, saturated fat, dietary cholesterol, alcohol, and refined grains.
<b>Slide 5</b>	Additional Recommendations include: Increase fruits and vegetables; Make half your grains whole grains; Increase seafood intake; Increase fat-free or low-fat dairy products. Link: <a href="http://www.cnpb.usda.gov/DietaryGuidelines.htm">http://www.cnpb.usda.gov/DietaryGuidelines.htm</a>
<b>Slide 6</b>	MyPlate is the current illustration reflecting the 2010 Dietary Guidelines for Americans. MyPlate is designed to remind Americans to eat healthfully using a place setting representing the five main food groups.
<b>Slide 7</b>	The first food guide visual for Americans was published in 1916. Early food guides, from 1916 into the 1930s, included basic food groups and guidance on shopping for and purchasing foods and emphasized protective, or nutrient dense, foods. The food guides have been updated throughout the years to reflect current nutrition knowledge, with the first Food Guide Pyramid being published in 1992. The pyramid shape was developed using consumer research; the pyramid shape was preferred among research participants because proportionality was easily conveyed and the design was considered easy to memorize so the public could use the information without needing a physical reminder. The pyramid was updated to MyPyramid in 2005 to reflect the 2005 Dietary Guidelines for Americans. The pyramid concept was continued based on consumer research, but the illustration was simplified and the concept of physical activity was added. This visual included daily amounts of foods at 12 calorie levels and was used to

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<b>Slide 8</b>	<p>The MyPlate illustration was released in 2011 after the 2010 Dietary Guidelines for Americans was updated. MyPlate emphasizes fruits, vegetables, grains, protein and dairy food groups. MyPlate was developed to promote healthy eating to consumers but is not intended to provide specific messages. It is viewed as a more simple and easy-to-understand message than MyPyramid. Click on the link provided for more specific information about MyPlate. Link: <a href="http://www.choosemyplate.gov/">www.choosemyplate.gov/</a></p>
<b>Slide 9</b>	<p>The MyPlate website has a many resources. Here is one resource – 10 Tips Nutrition Education Series. Click on the website to open the documents and answer some questions. First open Make Half your Grains Whole. Which tips will you share with your participants? Next open Kid-Friendly Veggies and Fruits. Which tips will you share with parents? Remember there are no right or wrong answers for these questions. When you are done, click the button to continue. Link: <a href="http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html">http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html</a><a href="http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html">http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html</a></p>
<b>Slide 10</b>	<p>Now lets talk about food labels</p>
<b>Slide 11</b>	<p>The main components of a food label include nutrition facts, ingredient list, allergens list, date, and religious symbols. Nutrition facts we will be discussing in more detail on the next slide. The ingredient list is required to list all ingredients in descending order by weight. Food labels are also required to state the content of the eight main allergenic foods: soy, milk, wheat, eggs, peanuts, tree nuts, fish, and crustacean shellfish. The manufacturer should also include a date on the food product that allows the consumer to see when the product quality may fall below normal levels. The types of dates include “sell by” which is the date by which the product should be sold, “expiration ” or “use by” which is the last day the product should be eaten, and a “freshness” date for products with a short shelf life. <a href="http://www.ksre.ksu.edu/library/fntr2/l883.pdf">http://www.ksre.ksu.edu/library/fntr2/l883.pdf</a></p>

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<b>Slide 12</b>	<p>This illustration of a food label, is an example of what needs to be included. We will discuss the components of the food label.</p> <p>Number 1 is serving size. The serving sizes on labels will be given in familiar units, and all labels of a given product are required to use a given serving size determined by the FDA.</p> <p>The number 2 points to the amount of calories in the product. It is important to emphasize that this is the amount of calories per serving size listed in the first section.</p> <p>The numbers 3 and 4, are also quantities determined by the serving size. The 3 highlights nutrients to limit include fat, cholesterol, and sodium. And the 4, is highlighting the nutrients for a healthy diet that Americans often don't get enough of.</p> <p>Number 5 above draws attention to the percent daily values. These are the percentages of recommended nutrient intakes based on a 2,000 calorie diet. For example, 18% for total fat means that one serving provides 18% of the total amount of fat that you could eat in a day and stay within public health recommendations.</p> <p>Number 6 gives a reminder for the daily values for important nutrients based on a 2000 or a 2500 calorie diet.</p> <p><a href="http://www.fda.gov/Food/ResourcesForYou/Consumers/ucm079449.htm">http://www.fda.gov/Food/ResourcesForYou/Consumers/ucm079449.htm</a></p>

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<b>Slide 13</b>	<p>Nutrient and health claims may also be found on a food package. Nutrient claims are statements that characterize the quantity of a nutrient in food. Common nutrient claims include: fat-free, excellent source of calcium, low sodium, and high fiber. Health claims are statements that characterize the relationship between a nutrient or other substance in a food and a disease or health-related condition. Products can list health claims only if they meet FDA requirements. Examples of health claims include: calcium and reduced risk of osteoporosis, sodium and reduced risk of hypertension, fruits and vegetables and reduced risk of cancer, and dietary saturated fat and cholesterol and reduced risk of heart disease. <a href="http://www.ksre.ksu.edu/library/fntr2/l883.pdf">http://www.ksre.ksu.edu/library/fntr2/l883.pdf</a></p>
<b>Slide 14</b>	Next we will be going over portion sizes.
<b>Slide 15</b>	<p>These images are from the Portion Distortion Quiz by the National Heart Lung and Blood Institute. These are a visual representation of how portion sizes have grown in the past 20 years. The increase in portions has led to an increase in overall calorie intake. On average Americans consumed 530 calories more per day in 2000 than they did in 1970, which is about a 24.5% increase. Click on the link to take the Portion Distortion Quiz. Link: <a href="http://hp2010.nhlbihin.net/portion/portion.cgi?action=question&amp;number=1">http://hp2010.nhlbihin.net/portion/portion.cgi?action=question&amp;number=1</a></p>
<b>Slide 16</b>	<p>The recommended daily servings for each food group are based on the Dietary Guidelines. The servings are based on age, gender, and level of physical activity. Consumer information for these servings can be found at the MyPlate website given earlier. The general range for recommended intakes of food groups are listed.</p>
<b>Slide 17</b>	Lastly, we will be discussing cultural foods.
<b>Slide 18</b>	<p>Culture is an important influence of food choices. Minnesota has a wide range of cultures in the state. Depending on area or region, the WIC agencies may have a larger population of one culture. Some of the common populations of Minnesota include: a variety of American Indian, African, Asian, Middle Eastern, and Latin American cultures.</p>

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<b>Slide 19</b>	<p>For nutrition assessment and nutrition education, it is vital to become familiar with the cultures that you may be working with. A number of resources are available to help you learn more about specific cultures served by the WIC program in Minnesota. Go to Culture Care Connection –select a culture from the list on the left side. The site provides information about the background, religious and cultural beliefs, communication preferences and traditional diet of each group. The Oldways website also provides information on the traditional foodways of a specific culture. Links:  <a href="http://www.culturecareconnection.org/">http://www.culturecareconnection.org/</a> <a href="http://oldwayspt.org/">http://oldwayspt.org/</a></p>
<b>Slide 20</b>	<p>Cultural Competence: Refers to the ability to work effectively with individuals from different cultural and ethnic backgrounds, or in settings where several cultures coexist. It includes the ability to understand the language, culture, and behaviors of other individuals and groups, and to make appropriate recommendations.</p> <p>Cultural competence is important for providing services that are respectful and responsive to the health beliefs, practices and cultural and linguistic needs of diverse participants. Learning more about the cultures you will be serving is a step towards cultural competence.</p>
<b>Slide 21</b>	<p>Cultural competence is a developmental process that takes time. Extensive training in Cultural Competence is beyond the scope of this module. Here are some resources that are available to help develop cultural competence skills and knowledge.</p> <p>The Minnesota Department of Health has numerous cultural competency resources. Additional resources can be found on the USDA WIC Works website. Links:  <a href="http://www.health.state.mn.us/divs/idepc/refugee/topics/cultcomp.html">http://www.health.state.mn.us/divs/idepc/refugee/topics/cultcomp.html</a> and  <a href="http://www.health.state.mn.us/divs/idepc/refugee/topics/cultcomp.html">http://www.health.state.mn.us/divs/idepc/refugee/topics/cultcomp.html</a></p>
<b>Slide 22</b>	Now it is time to test your knowledge!
<b>Slide 23</b>	<p>Question 1: Which document guides nutrition policy and education? A. MyPlate B. National guide for Nutrition in America C. Dietary Guidelines for Americans D. None of the Above</p> <hr/> <p>Answer: C. Dietary Guidelines for Americans</p>
<b>Slide 24</b>	<p>Question 2: Which of the following food groups is NOT shown on MyPlate? A. Fruit B. Oil C. Vegetable D. Protein E. Dairy</p> <hr/> <p>Answer: B. Oil</p>

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<b>Slide 25</b>	Question 3: Food labels are required to include which of the following? A. Nutrition Facts B. Health Claims C. Ingredients D. Allergens E. All of the above F. A, C, D
	Answer: F. Food labels are required to include the nutrition facts, ingredients, and allergens. Health claims are not required.
<b>Slide 26</b>	Question 4: What was the daily caloric increase for an average American from 1970 and 2000? A. 530 calories B. 400 calories C. 360 calories D. 210 calories E. No increase
	Answer: A. The average American increased their daily intake by 530 calories from 1970 to 2000.
<b>Slide 27</b>	Question 5: Culture is a main determinant of food choices. A. True B. False
	Answer: A. True
<b>Slide 28</b>	Quiz Results
<b>Slide 29</b>	<p>References: Whitney, E., Rolfes, S. Understanding Nutrition, Tenth Edition. Wadsworth, 2005.</p> <p>National Heart Lung and Blood Institute Website.  <a href="http://hp2010.nhlbihin.net/portion/portion.cgi?action=question&amp;number=1">http://hp2010.nhlbihin.net/portion/portion.cgi?action=question&amp;number=1</a></p> <p>Kansas State University website.  <a href="http://www.ksre.ksu.edu/library/fntr2/l883.pdf">http://www.ksre.ksu.edu/library/fntr2/l883.pdf</a></p> <p>FDA Website  <a href="http://www.fda.gov/Food/ResourcesForYou/Consumers/ucm079449.htm">http://www.fda.gov/Food/ResourcesForYou/Consumers/ucm079449.htm</a></p> <p>MyPlate website: <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></p>
<b>Slide 30</b>	This completes the module Putting it into Practice, presented by the Minnesota Department of Health WIC Program