



SESSION

8

**Guidelines
for Evaluating
Diets**

**DMCN-D
Guidelines for
Evaluating Diets**

STATEMENT OF PURPOSE

This session provides information on evaluating diets.

PREREQUISITES

It is recommended that participants have knowledge of the basics of healthy eating. Participants need to complete *BYLD*, Session #4: *Healthy Eating*, Sections 1 and 2, prior to this session.

LEARNING OBJECTIVES

- DMCN-D-1 Describe “dieting” in simple terms.
- DMCN-D-2 Describe how to know if a diet is healthy.
- DMCN-D-3 Identify two or more problems that may happen with an unhealthy diet.
- DMCN-D-4 Discuss how to find reliable resources for nutrition facts and answers to questions about dieting.
- DMCN-D-GS State or write a personal plan for evaluating diets.



CONTENT

Evaluating diets for nutritional management of diabetes

MATERIALS NEEDED

Visuals Provided

- #1 *Guidelines for Evaluating Diets*
- #2 *Diabetes and Nutrition: Common Questions, Clear Answers*
- #3 *Changes I Can Make*

Additional Resources

- Local Resource List*
- Samples of advertisements for popular diets
- Magazine articles/books about popular diets
- Weight management videos
- Choosing a Safe and Successful Weight Loss Program*

METHOD OF PRESENTATION

This session builds on information and skills provided in *BYLD*, Session #4: *Healthy Eating* and the instructor needs to be familiar with its content before teaching this session. Instructors may need to provide content in more than one session depending on participants' knowledge and learning needs. This session is only an overview of a rapidly changing and controversial subject. **Participants need to be referred to a registered dietitian for an individualized meal plan.**

In order to use teaching materials effectively, instructors need to become familiar with the variety of materials available for this session. It is important for instructors to point out specific content in the materials and explain it. **Instructors need to avoid giving these materials to participants without explanation.**

Use a creative icebreaker. (See *BYLD*, Introduction on p. XIII for examples.) You may want to ask participants to introduce and share something about themselves and how they live with diabetes. Explain that the purpose of this session is to discuss how to evaluate diets so participants can make informed choices about popular diets.

Use facilitated group discussion to present material. Encourage participants to share stories and ask questions to facilitate the discussion. Have a variety of teaching tools available based on participants' learning needs. Be creative and encourage interaction.



CONTENT OUTLINE

Objective	Content	Instructor’s Notes
<p>DMCN-D-1. Describe “dieting” in simple terms.</p>	<p>A diet is what a person eats or drinks.</p> <p>“Dieting” means eating for a special reason, such as:</p> <ul style="list-style-type: none"> • health • appearance • specific challenge • religious/cultural beliefs 	<p>Ask, “What are some popular diets you have heard about?” List/discuss responses. Explore feelings, experiences and concerns participants have about popular diets.</p> <p>When people talk about “dieting”, they usually mean eating to lose weight.</p> <p>A specific challenge may be physical, mental or social.</p>
<p>DMCN-D-2. Describe how to know if a diet is healthy.</p>	<p>A healthy diet can be followed for a lifetime. It includes:</p> <ul style="list-style-type: none"> • a variety of foods • all nutrients needed for health • food the person likes • enough food to feel satisfied • food a person can afford <p>A diet that cannot be followed for a lifetime, or does any of the following, may not be healthy:</p>	<p>Ask, “How do you know if a diet is healthy?” List/discuss responses.</p> <p><i>Visual #1: Guidelines for Evaluating Diets</i></p> <p>Generally, people who eat healthy diets do not need extra nutrients from supplements such as pills, drinks, powders or bars. Women of childbearing age and people with certain health problems may need supplements.</p> <p>Refer to questions/concerns explored in Objective 1 when discussing this content.</p> <p>Provide samples of advertisements for popular diets and ask participants to identify words/sentences that would</p>



Objective	Content	Instructor’s Notes
<p>DMCN-D-2. (continued)</p>	<ul style="list-style-type: none"> • promises a quick result • leaves out a specific food or food group • uses a specific food or food group • claims a specific food has special powers • makes claims that sound too good to be true • lists “good” and “bad” foods • requires purchase of a product • is not supported by reliable scientific organizations 	<p>make them question whether the diet is healthy. List/discuss responses.</p> <p>For example, losing a lot of weight fast.</p> <p>For example, a diet that recommends little or no carbohydrate food.</p> <p>For example, the “cabbage soup diet.”</p> <p>For example, “Eating a grapefruit before each meal will melt fat away.”</p> <p>For example, “...never having to take diabetes medicine again.”</p> <p>For example, special drinks or packaged meals.</p> <p>For example, the use of personal testimonials as evidence that it works.</p> <p>Emphasize that authors of “dieting” books and manufacturers of “dieting” products may be biased because they benefit financially from the sales of their books and products.</p>
<p>DMCN-D-3. Identify 2 or more problems that may happen with an unhealthy diet.</p>	<p>An unhealthy diet may cause:</p> <ul style="list-style-type: none"> • health problems 	<p>Ask, “What problems can happen with an unhealthy diet?” List/discuss responses.</p> <p>These may include:</p> <ul style="list-style-type: none"> • eating disorders (compulsive overeating, anorexia or bulimia) • too many/too few nutrients • high blood sugar • low blood sugar • heart disease, diabetes or other medical problems



Objective	Content	Instructor’s Notes
DMCN-D-3. (continued)	<ul style="list-style-type: none"> • weight loss followed by regaining weight • low self-esteem • money problems 	<p>Losing weight and regaining it over and over again is called “yo-yo dieting.” Often people regain more weight than they originally lost.</p> <p>Feelings of failure may happen with dieting when someone loses weight and then regains it.</p> <p>Buying special food, books, supplements and products may be expensive.</p>
DMCN-D-4. Discuss how to find reliable resources for nutrition facts and answers to questions about dieting.	<p>These are some ways people can find resources for nutrition facts and answers to questions about dieting:</p> <ul style="list-style-type: none"> • talk to a registered dietitian or other member of the diabetes care team • contact reputable organizations • read newsletters from reliable sources • attend cooking classes and supermarket tours by registered dietitians 	<p>Ask, “Where do you get nutrition information?” List/discuss responses.</p> <p>Provide local <i>Resource List</i>.</p> <p>Refer participants to a registered dietitian for nutrition information and answers to questions about dieting.</p> <p>See <i>BYLD</i>, Session #4: <i>Healthy Eating</i>, Section 2, for more information about reliable resources.</p> <p>Distribute and discuss Visual #2: <i>Diabetes and Nutrition: Common Questions, Clear Answers</i>.</p>
DMCN-D-GS. State or write a personal plan for evaluating diets.	<p>Making changes in health habits, such as evaluating diets, is easier when plans are broken down into small, easy-to-do steps.</p>	<p>Assist participants in writing a personal plan for evaluating diets.</p> <p>Visual #3: <i>Changes I Can Make</i></p> <p>See <i>BYLD</i>, Session #3: <i>Making Healthy Changes</i>.</p>



SKILLS CHECKLIST

Participants will be able to use guidelines to evaluate diets.

EVALUATION PLAN

Knowledge will be evaluated by achievement of learning objectives and by responses to questions during the session. The ability to apply knowledge will be evaluated by identifying personal meal planning goals and the use of guidelines to evaluate diets to meet those goals. Application of knowledge can also be evaluated through *Diabetes and Real Life Activities*. Evaluation will also include program outcome measures.

DOCUMENTATION PLAN

Record class attendance and achieved objectives as appropriate. Document patient response on PCC record using current *IHS Patient Education Protocols and Codes (PEPC)*.

