

# **Faculty Guide: Nutrition for Prevention and Chronic Illness Management Curriculum**

**Sponsored by** The Keck School of Medicine (KSOM) of University of Southern California (USC) Primary Care Program (PCP)

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## **Overview:**

The Keck School of Medicine (KSOM) of University of Southern California (USC) Primary Care Program (PCP) Nutrition for Prevention and Chronic Illness Management PowerPoint curriculum is designed to be a 14-week series of in person, virtual, or hybrid nutrition classes focusing on a bilingual and bicultural English and Spanish speaking audience.

The objectives for participants are:

- To learn how to prevent or better control chronic illnesses through nutrition knowledge
- To learn about tools to assist with healthy eating (i.e. MyPlate, reading food labels, learning healthy food substitutions, etc.)

## **Audience:**

- **Learners:**
  - The curriculum is directed for an audience who has chronic illnesses but can benefit anyone who is interested in learning about nutrition and healthier living. The curriculum is geared for individuals who speak English and/or Spanish.
- **Teachers:**
  - This curriculum is designed to be taught by a wide variety of people, including healthcare professional trainees, community organization staff, healthcare professionals, and more. This curriculum was developed to be taught by medical students as a service-learning opportunity to community participants. The curriculum is in English and Spanish and would be most effectively delivered by an individual or group of teachers who feel comfortable with speaking both languages.

## **Recommended Format:**

These lectures can be used on their own, as a single class, or in any series or combination. The authors have found the entire 14 sessions are successful when given consecutively once a week to complete a full spectrum of foundational chronic illness management knowledge. Each class can be delivered online (i.e. Zoom, Facebook Live, etc.), in person, or as a hybrid (both an online and in-person course given simultaneously).

If the full 14 session curriculum is delivered, it is recommended to be given in the following order:

Session	Topic
Session 1	My Plate
Session 2	Protein and Dairy
Session 3	Healthy Fats
Session 4	Carbohydrates
Session 5	Fruits and Vegetables
Session 6	Sugary Beverages
Session 7	Portions
Session 8	Healthy Snacks
Session 9	Food Labels
Session 10	Hemoglobin A1C/Cholesterol
Session 11	Diabetes and Pre-Diabetes
Session 12	High Blood Pressure
Session 13	Chronic Diseases
Session 14	Vitamin Supplements

#### **Duration:**

Each lecture duration is approximately 20-30 minutes with some additional time allotted for questions asked by the participants.

#### **Materials:**

Materials needed to hold the session in-person (materials can be modified for virtual context) include:

- Laptop
- Projector
- Presentation file
- Extension cord, as needed
- Microphones, portable and wireless are ideal
- Projector screen or wall to display presentation
- Classroom set up (tables and chairs)
- Printed copy of the slides
- Handouts
  - Handouts for the classes were largely sourced from the website *learningaboutdiabetes.org*. Handouts are provided in many languages and are free for individual use and of a one-time fee of \$25 for work organizations to use for each handout in English and Spanish. Additional resources include the *US Food and Drug Administration* (<https://www.fda.gov/food>), *American Heart Association* (<https://www.heart.org/en/healthy-living>), *MyPlate* (<https://www.myplate.gov/>), and *Centers for Disease Control and Prevention* (<https://www.cdc.gov/nutrition/index.html>) websites. Handouts should be distributed during in-person classes and/or shared electronically for an online class format.
- Food models

- Plastic food models are supplemental educational tools that can be passed around the classroom and/or shown in a virtual format to help participants visualize the food and enhance the curriculum, including portion sizes. A variety of food models and displays can be purchased on [healthedco.com](http://healthedco.com).

### **Optional Supplemental Curriculum Add-On:**

In practice, the authors have supplemented each nutrition lecture with a cooking demonstration. The cooking class is delivered in English and Spanish by a bilingual/bicultural chef with recipes that support the week's nutrition topic. Copies of the recipes are available to participants and the public at [thewellnesscenterla.org/healthy-recipes](http://thewellnesscenterla.org/healthy-recipes). The authors have also published a cookbook that has been given to class participants and includes multiple recipes in English and Spanish and healthy cooking, macronutrient, diabetes and cholesterol teaching tips (<https://tinyurl.com/28uk76nm>), which can also serve as a resource. The cooking class is followed by an English/Spanish strength training lecture and exercise class. Additional opportunities to add on healthy lifestyle curriculum (i.e. cooking classes, exercise classes, etc.) after the nutrition presentation is encouraged.

### **Acknowledgements:**

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### **Related Publications:**

- Edge, I., Greenberg, I., Reilly, J. M., & Silva, W. (2022). Virtual, bilingual English-Spanish community nutrition and exercise classes: Barriers and opportunities. *Health Education Journal*, 81(6), 705–717. <https://doi.org/10.1177/00178969221110104>
- Reilly JM, Edge I, Ayala-Rivera B, Greenberg I, Villanueva M, Blanco P. *Healthy eating and cooking for diabetes and other chronic illnesses: Alimentacion y cocina saludables para la diabetes y otras enfermedades crónicas*. 1st ed. <https://tinyurl.com/28uk76nm>: Amazon KDP; 2022.
- Additional manuscripts in process