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Strengthening Nutrition Competencies for Nurses A Tool for Updating Pre-Service Training



Strengthening Nutrition Competencies for Nurses

A Tool for Updating Pre-Service Training

About USAID Advancing Nutrition

USAID Advancing Nutrition is the Agency's flagship multi-sectoral nutrition project, led by JSI Research & Training Institute, Inc. (JSI), and a diverse group of experienced partners. Launched in September 2018, USAID Advancing Nutrition implements nutrition interventions across sectors and disciplines for USAID and its partners. The project's multi-sectoral approach draws together global nutrition experience to design, implement and evaluate programs that address the root causes of malnutrition. Committed to using a systems approach, USAID Advancing Nutrition strives to sustain positive outcomes by building local capacity, supporting behavior change and strengthening the enabling environment to save lives, improve health, build resilience, increase economic productivity and advance development.

Disclaimer

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Contents

| | |
|---|----|
| Acknowledgements | ii |
| Introduction | 1 |
| Purpose | 2 |
| Revising Pre-service Training Curricula | 3 |
| Using This Tool | 5 |
| Tool for Updating the Pre-service Training of Nurses..... | 7 |
| Resources | 30 |
| References..... | 33 |

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Introduction

Across the world, frontline workers—nurses, midwives, nutritionists, community health workers, auxiliary workers, and doctors—provide people of all ages with key nutrition and health services. These frontline workers have many nutrition-related responsibilities. They monitor nutritional status; detect and manage malnutrition; track child growth and development; prescribe and administer medicines, vitamins, and supplements; and counsel clients on proper nutrition, feeding, and hygienic practices.

Whereas a range of frontline workers undertake these tasks, nurses play a particularly vital role. Nurses comprise nearly half of the global workforce. There were an estimated 22 million nurses worldwide in 2019¹ and, in many countries, they are the backbone of the health care system. Nurses and nurse-midwives² are often the first—and only—points of contact for mothers and children for maternal, newborn, and child health care. Therefore, they must be able to demonstrate a set of key competencies—knowledge, skills, and attitudes—to meet a range of nutrition needs for patients. Ensuring that nurses develop these competencies requires support that begins with pre-service training and spans in-service training, mentorship, and supportive supervision. Quality pre-service training is particularly crucial because it equips health professionals with the competencies required to deliver quality services from their first day on the job, forming the core of their future performance. Unfortunately, nutrition has often received less attention in pre-service training than other topics. By including nutrition in a curriculum of competency-based pre-service training for nurses, governments, nurses' associations, and their partners can help ensure a skilled workforce capable of delivering quality services to patients.



Competencies are a set of measurable, observable, and clearly defined knowledge, attitudes, and skills that are critical to job performance and serve as a basis for assessing, developing, and evaluating people. ¹

¹ <https://www.who.int/docs/default-source/documents/yonm-2020/campaign-toolkit.pdf>

² In this document, we refer specifically to nurses and nurse-midwives, but the competencies outlined here can be adapted to pre-service training for other health professionals as well.

Purpose

USAID Advancing Nutrition developed this tool to support the assessment and revision of pre-service training for nurses. To strengthen the nutrition content in the existing pre-service curricula, it articulates a comprehensive set of nutrition competencies and refers to examples of training materials that reflect these competencies. It can be used by a range of individuals and institutions, including professional associations, training institutions/nursing schools/universities, regulatory councils, educators, and government ministries. The tool is broad enough to be applicable for a wide range of nurses, but is particularly relevant to frontline service providers, where nurses are well placed to influence the nutritional status of patients. Similar tools may be needed for different cadres of health service providers who play different roles in the delivery of nutrition services.

Revising Pre-service Training Curricula

The process of reviewing and revising pre-service training curricula can be complex and time consuming. As a result, it is a challenging exercise that requires sustained support and commitment over time. Strong pre-service training is an important step toward increasing availability of and quality nutrition services over the long-term.



Guidance on this process from the World Health Organization (WHO 2001) and several USAID-funded projects—(Schaefer 2002) (MCHIP 2011) (MCSP n.d.) (FANTA 2018)—emphasizes the care and time required. Building on Schaefer’s work (2002), key steps in this process include the following:

- **Preparing** for the pre-service curriculum review, which involves clarifying the role and responsibilities of the nurse as articulated in national policies and protocols for service delivery; where and how nurses receive basic education; what and who (persons and groups) influences what is taught to nurses; and the conditions under which pre-service training (both teaching and practice) takes place. It is also a good time to determine nutrition-related priorities and service delivery gaps or weaknesses. Before proceeding with the pre-service curriculum review it may be necessary to update or strengthen policies and protocols. Furthermore, it is important to consider any other factors that may influence pre-service education, including but not limited to entrance requirements, service delivery sites, graduation requirements, licensing requirements, and deployment policies.
- **Planning** the pre-service curriculum review includes identifying a team and determining “when, where, and how the new/updated content will be taught within an academic program” (Schaefer 2002) at one or more academic institutions. The plan should include “both national-level interventions and those needed at the level of individual teaching institutions for the introduction of new/updated content and strengthened teaching practices”. It should delineate a timeline as well as projections of resources (e.g., human, financial) needed to conduct those interventions.
- **Updating** the pre-service curriculum and corresponding training resources “begins with a review of the current job description for the cadre of health care provider whose curriculum is being strengthened” (Schaefer 2002). Based on the responsibilities outlined in the job description, competencies needed can be clearly identified from the list included in this tool. After an accurate set of competencies are identified, the existing curriculum is reviewed to identify how well the competencies are addressed. Based on this assessment, the necessary updates and additions are made to the existing curriculum. For any competency not included in the curriculum, appropriate information is identified to fill the gaps. Updates should specify how the new/updated content will be taught and identify the teaching, learning, and assessment materials needed to implement the strengthened portions of the curriculum. It is also important to note that work must be done within the boundaries of the existing curriculum. For example, when new content is being added to a course, it will not be possible to add time to

accommodate the new content; rather, other teaching within the course must be adjusted to allow time for the new content.

- **Implementing** or rolling out the updated pre-service curriculum will involve, at a minimum, orienting decision makers and training teaching staff. It might also include training nurse supervisors and reviewing and revising processes for supervision; mentorship; quality improvement initiatives; and re-certification of nurses, as well as health facilities.
- **Evaluating and reinforcing** the pre-service curriculum updates include assessing changes in trainers' and health professionals' nutrition competency over time. As indicated above, updating any pre-service curriculum should ideally be accompanied by the reinforcement of competencies and strengthening of the enabling environment: training trainers, mentors, and supervisors; organizing practicums; providing post-training support; and equipping training institutions and health facilities with appropriate resources.

Using This Tool

You can use this tool to identify the competencies that align with national job descriptions, policies, and protocols. It may be necessary to revise wording of the competencies listed to reflect your context. Then, as indicated above, this tool can help you determine where in the curriculum each competency should be addressed. Finally, you can use the resources referenced in the tool to update the content of the pre-service training to address the missing competencies. The linked content will help you build out the curriculum content in the pre-service training.

The tool includes a comprehensive list of nutrition-related competencies required for nurses to deliver nutrition services at the frontline. They are organized into 11 categories (box 1). We reviewed sets of nutrition competencies identified by globally recognized guidance documents, including the WHO's recent Competency verification toolkit: Ensuring competency of direct care providers to implement the Baby-Friendly Hospital Initiative (WHO 2020). A team of experts in each area then reviewed this competency list with wording refined to make each competency distinct and appropriate for inclusion in nursing pre-service training. Alongside each competency is a related resource that can be referenced when updating the pre-service curriculum.

To further support the revision of pre-service training, we provide a list of **relevant resources** that you can use to strengthen or develop pre-service training courses. These come primarily from globally recognized trainings. While they are not necessarily designed for pre-service training, we believe the adult learning techniques and the blend of theory and practice that they suggest are appropriate for all capacity strengthening efforts.

Finally, we included optional columns where users can identify if the competency is included as a role or responsibility of nurses in the national policies (sometimes presented as a job description or as qualifications) and record where (in which course) each competency is addressed or built in the existing pre-service training curricula.

A few caveats are included below:

1. It is important to review all categories of competencies because competencies in some categories are relevant and sometimes even necessary for competencies in another category.

Box 1. Categories of Competencies for the Provision of Nutrition Services by Nurses

1. Assessment of Nutritional Status
2. Management of Wasting
3. Management of Micronutrient Deficiencies and Other Forms of Malnutrition
4. Management of Nutrition-related Communicable and Non-communicable Disease
5. Nutrition Promotion, Communication, and Counseling
6. Promotion of Nutrition and Healthy Living
7. Promotion of Nutrition, Responsive Care, and Early Learning Practices for Infants and Young Children
8. Promotion of Nutrition Practices Uniquely for Pregnant and Lactating Women
9. Promotion of Nutrition Practices Uniquely for Adolescents
10. Promotion of Nutrition among People Living with HIV and AIDS
11. Management of Nutrition Interventions/Services

2. To keep the list manageable, we chose to list the higher level competencies. However, more specific competencies, such as how to calibrate a scale or measure the length of a child, are incredibly important for the quality of services. More specific competencies such as these can be found in the referenced resources or training materials.
3. Because nurses' roles and responsibilities differ across countries and contexts, not all of the competencies on this list may be relevant to all nurses. Depending on national policies and work requirements, nurses may need to learn some, many, or all these skills.
4. It is important to recognize that nurses will likely need many more competencies than those listed here when providing maternal, neonatal, and child health and reproductive health services.

Tool for Updating the Pre-service Training of Nurses

I. Assessment of Nutritional Status and Early Childhood Development

Summary: The nurse will be able to conduct nutritional assessment (anthropometric, dietary, biochemical, clinical) that takes into account the health condition of an individual as influenced by food consumption and assimilation and utilization of nutrients.

| Competencies | Resources that Cover these Competencies | Optional Workspace | |
|---|---|---------------------------------|----------------|
| | | Official Role or Responsibility | Current Course |
| See also treatment, communication, promotion, and management competencies. | | | |
| I.1 Knowledge of different methods of nutritional assessment (advantages, disadvantages, and challenges with anthropometric measurement, clinical assessment, growth monitoring, dietary intake assessment) | <ul style="list-style-type: none"> Resource 1, Session 4: Nutritional Status Assessment of Individuals and Communities, pp. 26-34 Resource 9, Session 3: Nutrition Assessment, pp. 27-52 Resource 9, Handouts 3.1: Anthropometric Indicators | | |
| I.2 Ability to assess child growth and use growth chart/card to accurately monitor growth of infants and young children | <ul style="list-style-type: none"> Resource 1, Session 2: Growth Monitoring, pp. 81-87 Resource 2, Unit 2, Session 2: Anthropometry, p. 71 | | |
| I.3 Ability to correctly measure nutritional status of individuals and populations; determine age; maintain equipment (calibration of scale); measure height, weight, waist circumference, and mid-upper arm circumference (MUAC) | <ul style="list-style-type: none"> Resource 8, Session 2: Nutrition Assessment and Classification pp. 3-4, 13 Resource 10, Module 6: Protocols and Equipment, pp. 158-201 Resource 9, Session 3: Nutrition Assessment, pp. 27-52 Resource 9, Handouts 3.2 - 3.7 | | |
| I.4 Ability to manage/maintain anthropometric equipment | <ul style="list-style-type: none"> Resource 8, Session 2: Nutrition Assessment and Classification pp. 3-4, 13 Resource 10, Module 6: Protocols and Equipment, pp. 158-201 Resource 9, Session 3: Nutrition Assessment, pp. 27-52 Resource 9, Handouts 3.2 - 3.7 | | |
| I.5 Ability to use charts, tables, and software to determine and classify the nutrition indicators for clients of all ages (body mass | <ul style="list-style-type: none"> Resource 1, Session 2: Growth Monitoring, pp. 81-87 Resource 2, Session 2: Anthropometry, p. 71-7 | | |

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|---|---|--|--|
| <p>index (BMI), BMI-for-age, weight-for-age Z score, weight-for-height/length Z score, height/length-for-age Z score)</p> | <ul style="list-style-type: none"> ● Resource 9, Session 3: Nutrition Assessment, pp. 27-52 ● Resource 9, Handouts 3.1 - 3.8 | | |
| <p>1.6 Ability to assess for clinical signs of malnutrition (bilateral pitting oedema, hair colour changes, baggy skin on buttocks in children)</p> | <ul style="list-style-type: none"> ● Resource 2, Unit 2, Session 1: Nutritional Assessment: Clinical Signs & Dietary Tools, pp. 61 ● Resource 8, Session 2: Nutrition Assessment and Classification, p. 16-17; 19. ● Resource 9, Session 3: Nutrition Assessment, pp. 27-52 ● Resource 9, Handouts 3.9: Clinical Nutrition Assessment ● Resource 9, Handouts 3.10: Checking for Bilateral Pitting Oedema | | |
| <p>1.7 Ability to accurately assess dietary/food intake</p> | <ul style="list-style-type: none"> ● Resource 8: Module 2: Nutrition Assessment and Classification: p. 20-21 ● Resource 9: Session 3: Nutrition Assessment, p.51-52 ● Resource 9, Handouts 3.13: Dietary Assessment | | |
| <p>1.8 Ability to correctly determine if client is anemic based on hemoglobin test results and clinical signs</p> | <ul style="list-style-type: none"> ● Resource 9: Session 3: Nutrition Assessment, p.51-52 ● Resource 9: Handout 3.12: Biochemical Assessment ● Resource 23 | | |
| <p>1.9 Ability to accurately assess clients for micronutrient deficiencies through clinical, biochemical, or dietary assessment</p> | <ul style="list-style-type: none"> ● Resource 1, Session 4-Nutritional Assessment of Individuals and Communities, pp. 26-34 ● Resource 9: Session 3: Nutrition Assessment, p.51-52 ● Resource 9: Handout 3.9: Clinical Nutrition Assessment ● Resource 9: Handout 3.12: Biochemical Assessment ● Resource 9: Handout 3.13: Dietary Assessment | | |

2. Management of Wasting

Summary: The nurse will be able to manage wasting in children and adults in the facility and in outpatient settings.

| Competencies | Resources that Cover these Competencies | Optional Workspace | |
|--|---|---------------------------------|----------------|
| | | Official Role or Responsibility | Current Course |
| See also assessment, communication, and promotion competencies. | | | |
| 2.1 Knowledge of the operational guidance on IYCF-E, including relevant sphere or organization-specific standards and indicators | <ul style="list-style-type: none"> Resource 12, Module 17: Infant and Young Child Feeding | | |
| 2.2 Knowledge of the operational guidance on management of SAM | <ul style="list-style-type: none"> Resource 20 Resource 21 Resource 22 | | |
| 2.3 Ability to administer therapeutic foods (F-75, F-100, and ready to use therapeutic food [RUTF]) according to guidelines | <ul style="list-style-type: none"> Resource 1, Session on Pharmacology and Therapeutics, pp. 167-170 Resource 1, Sessions 6-7, pp. 39-48 Resource 9: Session 9: Nutrition Support, p.88-96 Resource 9: Handout 9.2: Specialized Food Products Resource 9: Handout 9.4: Specialised Food Product Entry, Transition and Exit Criteria Resource 20 Resource 21 Resource 22 | | |
| 2.4 Ability to administer RUSF according to guidelines | <ul style="list-style-type: none"> Resource 1, Sessions 6-7, pp. 39-48 Resource 9: Session 9: Nutrition Support, p.88-96 Resource 9: Handout 9.2: Specialized Food Products Resource 9: Handout 9.4: Specialised Food Product Entry, Transition and Exit Criteria | | |
| 2.5 Ability to counsel clients on management and recovery from malnutrition (e.g., the use RUTF and RUSF) and when to return for additional care | <ul style="list-style-type: none"> Resource 1, Session 9: Nutrition Interventions and Policies in Ghana, pp. 58-63 Resource 9: Session 9: Nutrition Support, p.88-96 Resource 9: Handout 9.5 Counselling Messages on Specialised Food Products Resource 20 Resource 21 | | |

| | <ul style="list-style-type: none"> Resource 22 | | |
|---|---|---------------------------------|----------------|
| 3. Management of Micronutrient Deficiencies and Other Forms of Malnutrition | | | |
| Summary: The nurse will be able to prevent and control common micronutrient deficiencies of public health importance. | | | |
| Competencies | Resources that Cover these Competencies | Optional Workspace | |
| | | Official Role or Responsibility | Current Course |
| See also assessment, communication, and promotion competencies. | | | |
| 3.1 Knowledge of proper treatment of micronutrient and iron deficiencies, according to national guidelines | <ul style="list-style-type: none"> Resource 1, Session 9: Nutrition Interventions and Policies in Ghana, pp. 58-67 Resource 9: Session 9: Nutrition Support, p.88-96 Resource 9: Handout 9.1: Recommended Micronutrient Supplements in Zambia Resource 20 (Vitamin A), pp. 23 Resource 21 (Vitamin A), Resource 22 (Vitamin A), pp. 31-35 | | |
| 3.2 Ability to properly treat anemia and micronutrient deficiencies (e.g., provide deworming medication, iron supplements according to guidelines, participate in deworming campaigns, counsel on deworming and dietary approaches), according to national guidelines | <ul style="list-style-type: none"> Resource 1, Session 1: Antenatal Care, pp. 158-60 (partial) Resource 2, Session 2: Prevention and Management of Micronutrient Deficiencies, pp. 109-125 Resource 9: Session 9: Nutrition Support, p.88-96 Resource 9: Handout 9.1: Recommended Micronutrient Supplements in Zambia Resource 20 (Vitamin A), pp. 23 Resource 21 (Vitamin A) Resource 22 (Vitamin A), pp. 31-35 | | |
| 3.3 Ability to counsel clients on treatment of micronutrient deficiencies and anemia and when to return for additional care | <ul style="list-style-type: none"> Resource 9: Handout 7.3: Counselling Pregnant Women on Anaemia Resource 9: Handout 8.6: Feeding Children Older than 6 Months | | |
| 3.4 Ability to develop plan for the management and control of overweight and obesity | <ul style="list-style-type: none"> Resource 1, Session 7: Management of Overnutrition, pp. 42-48 | | |

4. Management of Nutrition-related Communicable and Non-communicable Disease

Summary: The nurse will be able to apply nutrition management of common infectious diseases/illnesses as well as nutrition-related non-communicable diseases (NCDs)

| Nutrition-related Competencies | Resources that Cover these Competencies | Optional Workspace | |
|---|--|---------------------------------|----------------|
| | | Official Role or Responsibility | Current Course |
| See also assessment, promotion, and management competencies. | | | |
| 4.1 Knowledge of the role of nutrition in the prevention and control of infectious diseases or common illnesses | <ul style="list-style-type: none"> Resource 1, Session 1: Nutrition and Health, pp. 10-12 Resource 9, Session 2: Nutrition and Infection, pp24-26 | | |
| 4.2 Knowledge of the role of nutrition in the prevention and control of chronic non-communicable diseases (NCDs) such as Type II diabetes | <ul style="list-style-type: none"> Resource 1, Session 7: Management of Overnutrition, pp. 42-48 | | |
| 4.3 Ability to counsel patients on the management of common illnesses (e.g. diarrhea, respiratory infections) through nutrition-related practices | <ul style="list-style-type: none"> Resource 9, Session 2: Nutrition and Infection, pp24-26 Resource 9, Session 4: Nutrition Counseling, pp.53-63 | | |
| 4.4 Ability to counsel patients on the management of nutrition-related NCDs through nutrition-related practices (healthy diet, physical exercise, and reduction of alcohol consumption and smoking) and according to dietary guidelines | <ul style="list-style-type: none"> Resource 1, Session 7: Management of Overnutrition, pp. 42-48 Resource 9, Session 4: Nutrition Counseling, pp.53-63 Resource 9, Handout 4.6: Counselling on Maintaining Desired Weight Resource 16 Resource 17 | | |

5. Nutrition Promotion, Communication, and Counseling

Summary: The nurse will be able to promote nutrition through education, communication, and counseling that is culturally-appropriate and respectful of individual values, personal resources, and clients' right to self-determination.

| Competencies | Resources that Cover these Competencies | Optional Workspace | |
|--|---|---------------------------------|----------------|
| | | Official Role or Responsibility | Current Course |
| See also assessment, treatment, and management competencies as well as competencies specifically related to the promotion of nutrition-related practices for a variety of populations. | | | |
| 5.1 Knowledge of the importance of communication, education, and counseling for improved nutrition outcomes | <ul style="list-style-type: none"> Resource 1, Session 12: Role of the Nurse in Nutrition Education and Counselling, pp. 72-74 | | |

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| | <ul style="list-style-type: none"> ● Resource 8, Session 3: Nutrition Counselling and Education, pp. 79-89 | | |
| 5.2 Knowledge of the principles of behavior change as they relate to nutrition | <ul style="list-style-type: none"> ● Resource 3, Session 2: About Social Behavior Change Communication, pp. 22-25 ● Resource 8, Session 3: Nutrition Counselling and Education, pp. 90-92 | | |
| 5.3 Ability to assess and analyze a client's situation to identify the causes for behaviors not practiced and solutions for adopting and sustaining new behaviors | <ul style="list-style-type: none"> ● Resource 8, Session 3: Nutrition Counselling and Education, pp. 128-127 | | |
| 5.4 Ability to effectively conduct nutrition education in a dynamic way, acknowledging the experience that adults bring to every learning engagement. | <ul style="list-style-type: none"> ● Resource 1, Session 12: Role of the Nurse in Nutrition Education and Counselling, pp. 72-74 (partial) ● Resource 8, Session 3: Nutrition Counselling and Education, pp. 110-111 (partial) ● Resource 12, Session 12. Action-oriented Groups, IYCF Support Groups, and Home Visits, pp. 126-137 ● Resource 24 ● Resource 25 | | |
| 5.5 Ability to use culturally appropriate, client-centered strategies to counsel clients on nutrition practices | To be identified | | |
| 5.6 Ability to use listening and learning skills whenever engaging in a conversation with clients | <ul style="list-style-type: none"> ● Resource 2. Session 2: Counselling in Nutrition, pp. 146-158 ● Resource 3, Negotiation with Mothers, Fathers, Grandmothers, or Other Caregivers: Women's Nutrition and Breastfeeding practices, pp. 52-58 ● Resource 8, Session 3: Nutrition Counselling and Education, pp. 93-122 ● Resource 12, Sessions 4: How to Counsel, Part I, pp 36-43 ● Resource 12, Session 9: How to Counsel, Part II, pp 99-113 | | |
| 5.7 Ability to use skills for building confidence and self-efficacy whenever engaging in a conversation with a mother | <ul style="list-style-type: none"> ● Resource 2. Session 2: Counselling in Nutrition, pp. 146-158 ● Resource 3, Negotiation with Mothers, Fathers, Grandmothers, or Other Caregivers: Women's | | |

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| | <p>Nutrition and Breastfeeding practices, pp. 52-58</p> <ul style="list-style-type: none"> ● Resource 8, Session 3: Nutrition Counselling and Education, pp. 93-122 ● Resource 12, Sessions 4: How to Counsel, Part I, pp 36-43 ● Resource 12, Session 9: How to Counsel, Part II, pp 99-113 | | |
| <p>5.8 Ability to give support whenever engaging in a conversation with a mother</p> | <ul style="list-style-type: none"> ● Resource 2. Session 2: Counselling in Nutrition, pp. 146-158 ● Resource 3, Negotiation with Mothers, Fathers, Grandmothers, or Other Caregivers: Women’s Nutrition and Breastfeeding practices, pp. 52-58 ● Resource 8, Session 3: Nutrition Counselling and Education, pp. 93-122 ● Resource 12, Sessions 4: How to Counsel, Part I, pp 36-43 ● Resource 12, Session 9: How to Counsel, Part II, pp 99-113 | | |
| <p>5.9 Ability to apply best practices when counselling:</p> <ul style="list-style-type: none"> ● using active listening and learning (open-ended questions, praise for good practices) skills ● offering support where necessary ● praising what client is doing well ● giving relevant information using simple language ● giving practical help as needed ● suggesting small do-able actions ● giving anticipatory guidance ● answering questions so that client can understand ● checking understanding <p>These are sometimes referred to as GALIDRAA (greet, ask, listen, identify, discuss, recommend, agree, and appoint) or GATHER (greet, ask, listen, identify, discuss, recommend, agree, and appoint). They are sometimes</p> | <ul style="list-style-type: none"> ● Resource 1, Session 12: Role of the Nurse in Nutrition Education and Counselling, pp. 72-74 ● Resource 1, Section on Health Promotion, pp. 130-138 ● Resource 2. Session 2: Counselling in Nutrition, pp. 146-158 ● Resource 3, Negotiation with Mothers, Fathers, Grandmothers, or Other Caregivers: Women’s Nutrition and Breastfeeding practices, pp. 52-58 ● Resource 8, Session 3: Nutrition Counselling and Education, pp. 93-122 ● Resource 12, Sessions 4: How to Counsel, Part I, pp 36-43 ● Resource 12, Session 9: How to Counsel, Part II, pp 99-113 ● Resource 9, Session 4: Nutrition Counseling, pp. 53-63 ● Resource 9, Handouts 4.2-4.5 | | |

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| categorized as assessing, analyzing, and acting. | | | |
| 5.10 Ability to help clients identify and achieve their nutrition goals | <ul style="list-style-type: none"> Resource 2, Session 2: Counselling in Nutrition, pp. 146-158 (partial) | | |
| 5.11 Demonstrates respect for clients and their social, cultural, and economic differences during nutrition counseling, communication, and education | <ul style="list-style-type: none"> Resource 2, Session 2: Counselling in Nutrition, pp. 146-158 (partial) Resource 12, Session 12. Action-oriented Groups, IYCF Support Groups, and Home Visits, pp. 126-137 | | |

6. Promotion of Nutrition and Healthy Living

Summary: The nurse will understand the importance of nutrition to growth, development, and overall good health for all ages and stages of life and be able to promote healthy eating and favorable lifestyles relevant to the nutritional wellbeing of ages and stages of life

| Competencies | Resources that Cover these Competencies | Optional Workspace | |
|--------------|---|---------------------------------|----------------|
| | | Official Role or Responsibility | Current Course |

See also assessment, treatment, and management competencies as well as competencies related to the promotion of nutrition for specific populations.

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| 6.1 Knowledge of nutrition science (relationship between energy intake and expenditure and body weight, pathways of energy metabolism, digestion and absorption of macro and micronutrients, and consequences of deficiencies and excesses) | <ul style="list-style-type: none"> Resource 1, Nutrition and Dietetics Session 2: Nutrients, Food Sources, and Functions, pp. 14-19 Resource 1, Nutrition and Dietetics Session 3: Nutrition Needs Throughout the Lifecycle, pp. 20-25 Resource 9, Session 1: Basic Nutrition, pp.16-23 Resource 9, Handout 2.2: Human Energy and Nutrient Requirements | | |
| 6.2 Knowledge of the nutritional needs - macronutrients (carbohydrates, protein and fat) and micronutrients (vitamins and minerals) - at different ages and stages of life | <ul style="list-style-type: none"> Resource 1, Session 2: Nutrients, Food Sources, and Functions, pp. 14-19 (partial) Resource 1, Session 3: Nutrition Needs Throughout the Lifecycle, pp. 20-25 Resource 2, Unit 3, Session 2: Prevention and Management of Micronutrient Deficiencies, pp. 109-125 Resource 9, Session 1: Basic Nutrition, pp.16-23 Resource 9, Handout 2.2: Human Energy and Nutrient Requirements | | |
| 6.3 Knowledge of the unique nutrition challenges common in | <ul style="list-style-type: none"> Resource 2, Session 5: Nutrition in Emergencies, pp. 178-183 | | |

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| | the context of emergencies (e.g., limited food available, poor sanitation) and strategies to address them | <ul style="list-style-type: none"> ● Resource 12, Module 15: Priority health interventions that impact nutrition in emergencies | | |
| 6.4 | Knowledge of population-level and individual-level strategies for prevention and control of micronutrient deficiencies such as fortification, supplementation, deworming, and micronutrient campaigns | <ul style="list-style-type: none"> ● Resource 1, Session 8: Factors that Influence Food Consumption and Habits, pp. 49-57 ● Resource 1, Session 9: Nutrition Interventions and Policies in Ghana, pp. 58-67 | | |
| 6.5 | Knowledge of dietary sources for micronutrients | <ul style="list-style-type: none"> ● Resource 1, Session 2: Nutrients, Food Sources, and Functions, pp. 14-19 (partial) ● Resource 2, Unit 3, Session 2: Prevention and Management of Micronutrient Deficiencies, pp. 109-125 ● Resource 9, Handout 2.2: Human Energy and Nutrient Requirements | | |
| 6.6 | Knowledge of the types of malnutrition (underweight, stunting, wasting, overweight obesity) | <ul style="list-style-type: none"> ● Resource 1, Sessions 5-7, pp. 35-48 ● Resource 1, Session 5: Outpatient Management of Acute Malnutrition, pp. 106-117 ● Resource 1, Session 6: Inpatient Management of Severe Acute Malnutrition, pp. 118-125 ● Resource 9, Session 3: Nutrition Assessment, pp. 27-52 | | |
| 6.7 | Knowledge of common deficiencies in micronutrients (calcium, folic acid, iodine, phosphorus, vitamin A, vitamin B12, vitamin D, iron, zinc), in terms of signs, symptoms, risk factors, and implications to support clinician diagnosis, treatment, referral, and counseling | <ul style="list-style-type: none"> ● Resource 1, Session 4: Nutritional Assessment of Individuals and Communities, pp. 26-34 ● Resource 2, Unit 3, Session 2: Prevention and Management of Micronutrient Deficiencies, pp. 109-125 | | |
| 6.8 | Knowledge of the causes and consequences (short and long term) of malnutrition at different stages of life | <ul style="list-style-type: none"> ● Resource 1, Session 1: Normal Growth and Development, pp. 76-84 ● Resource 1, Session 3: Nutrition Needs Throughout the Lifecycle, pp. 20-25 ● Resource 1, Session 5: Types of Malnutrition, Causes, and Consequences, pp. 35-41 | | |

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| | <ul style="list-style-type: none"> ● Resource 3, Unit 1, Session 3: Nutrition for Women and Children, pp. 26-27 (partial) ● Resource 9, Session 2: Nutrition and Infection, pp. 24-26 | | |
| 6.9 Ability to explain the life-cycle nature of nutritional status | <ul style="list-style-type: none"> ● Resource 1, Session 1: Normal Growth and Development, pp. 76-84 ● Resource 1, Session 3: Nutrition Needs Throughout the Lifecycle, pp. 20-25 ● Resource 1, Session 5: Types of Malnutrition, Causes, and Consequences, pp. 35-41 ● Resource 3, Unit 1, Session 3: Nutrition for Women and Children, pp. 26-27 (partial) | | |
| 6.10 Ability to counsel clients on how to prevent malnutrition | <ul style="list-style-type: none"> ● Resource 1, Session 3: Nutrition Needs Throughout the Lifecycle, pp. 20-25 ● Resource 1, Session 5: Types of Malnutrition, Causes, and Consequences, pp. 35-41 ● Resource 3, Unit 1, Session 3: Nutrition for Women and Children, pp. 26-27 (partial) ● Resource 9, Session 1: Basic Nutrition, pp. 16-23 ● Resource 9, Handouts 1.2-1.6 | | |
| 6.11 Ability to counsel clients on how to plan, select, prepare, and manage foods, using food labels when available in accordance with the latest recommendations for nutrition and dietary guidelines | <ul style="list-style-type: none"> ● Resource 1, Session 8: Factors that Influence Food Consumption Habits, pp. 49-57 ● Resource 9, Session 1: Basic Nutrition, pp. 16-23 ● Resource 9, Handout 1.5: Principles of Meal Planning ● Resource 9, Session 4: Nutrition Counseling, pp. 53-63 | | |
| 6.12 Ability to counsel clients on healthy living (e.g., physical activity, limited alcohol intake, no smoking or drug use) in accordance with the latest recommendations for nutrition and dietary guidelines | <ul style="list-style-type: none"> ● Resource 1, Session 8: Factors that Influence Food Consumption Habits, pp. 49-57 ● Resource 9, Session 4: Nutrition Counseling, pp. 53-63 | | |
| 6.13 Ability to counsel all populations on the prevention of anemia and other micronutrient deficiencies | <ul style="list-style-type: none"> ● Resource 1, Session 1: Antenatal Care, pp. 158-60 (partial) | | |

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| | <ul style="list-style-type: none"> • Resource 1, Session 9: Nutrition Interventions and Policies in Ghana, pp. 58-63 • Resource 2, Session 2: Prevention and Management of Micronutrient Deficiencies, pp. 109-125 • Resource 9: Handout 7.3: Counselling Pregnant Women on Anaemia • Resource 9: Handout 8.6: Feeding Children Older than 6 Months | | |
| 6.14 Ability to counsel families on the importance of water, sanitation, and hygiene (WASH) interventions for nutrition (e.g., bednet use, handwashing, water storage and treatment, food storage and handling, safe human waste disposal practices) to prevent parasitic and other infections | <ul style="list-style-type: none"> • Resource 1, Sessions 8: Factors that Influence Food Consumption and Habits, pp. 49-57 • Resource 1, Session 9: Nutrition Interventions and Policies in Ghana, pp. 58-63 • Resource 9, Session 6: Food and Water Safety and Hygiene, pp.68-71 • Resource 9, Handout 6.1. Food- and Water-Borne Illness • Resource 9, Handout 6.2. Importance of Food and Water Safety • Resource 9, Handout 6.3. Counselling Messages on Food and Water Safety | | |
| 6.15 Ability to counsel clients on how to maintain proper nutrition and WASH practices in the context of emergencies | <ul style="list-style-type: none"> • Resource 12, C-MAMI tool, Triage Maternal Mental Health Assessment, p.7; Maternal Mental Health Assessment, p. 11 • Resource 12, Module 15: Priority health interventions that impact nutrition in emergencies | | |

7. Promotion of Nutrition, Responsive Care, and Early Learning Practices for Infants and Young Children

Summary: The nurse will be able to promote optimal infant and young child nutrition and responsive care.

| Competencies | Resources that Cover these Competencies | Optional Workspace | |
|---|---|---------------------------------|----------------|
| | | Official Role or Responsibility | Current Course |
| See also assessment, treatment, and management competencies as well as competencies related to the general promotion of nutrition and healthy living and other populations. | | | |
| General | | | |
| 7.1 Knowledge of the role that nutrition plays in child growth | <ul style="list-style-type: none"> • Resource 1, Session 1: Normal Growth and Development, pp. 76-84 | | |

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| and development and the prevention and treatment of illness and disease | <ul style="list-style-type: none"> ● Resource 12, Session 2, pp. 20-27 ● Resource 9, Session 8: Nutrition Care for Infants and Young Children, pp. 78-87 ● Resource 9, Handouts 8.1-8.6 | | |
| 7.2 Knowledge of the specific nutritional requirements of infants and young children, including the small and sick newborn | <ul style="list-style-type: none"> ● Resource 1, Session 3: Nutrition Needs Throughout the Lifecycle, pp. 20-25 ● Resource 1, Session 3: Infant and Young Child Feeding, pp. 88-104 ● Resource 9, Handout 2.2: Human Energy and Nutrient Requirements | | |
| 7.3 Knowledge of infant feeding policies and monitoring systems | Country-specific. To be identified in country. | | |
| 7.4 Knowledge of the different types of disabilities and possible effects on children's growth and development, and ability to feed | <ul style="list-style-type: none"> ● Resource 2, Session 4: Nutrition in Children with Disabilities, pp. 174-177 (only minimal) ● Resource 19 | | |
| 7.5 Knowledge of when to refer children, and their caregivers, for additional support for concerns about the child's growth, health, and development | <ul style="list-style-type: none"> ● Resource 4 ● Resource 12, Session 3: Common Situations that Can Affect Breastfeeding, pp. 28-35 ● Resource 12, Session 9: How to Counsel, Part II, pp. 99-113 ● Resource 12, Session 10: Common Breastfeeding Difficulties, pp. 114-120 ● Resource 12, Session 15: Feeding the Sick Child, pp. 151-154 ● Resource 12, Session 16: Infant Feeding in the Context of HIV, pp. 155-170 ● Resource 9, Session 8: Nutrition Care for Infants and Young Children, pp. 78-87 ● Resource 19 | | |
| 7.6 Ability to counsel mothers and other caregivers on when to seek care (the warning signs of infant undernourishment or dehydration) | <ul style="list-style-type: none"> ● Resource 18, Video: Danger Signs in Newborns for Health Workers | | |
| 7.7 Ability to counsel mothers and other caregivers based on growth trends | <ul style="list-style-type: none"> ● Resource 1, Session 9: Nutrition Interventions and Policies in Ghana, pp. 58-63 ● Resource 1, Session 3: Infant and Young Child Feeding, pp. 88-104 | | |
| 7.8 Ability to counsel mother and caregivers on how recognize | <ul style="list-style-type: none"> ● Resource 1, Session 3: Infant and Young Child Feeding, pp. 88-104 | | |

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| <p>feeding cues, practicing active, responsive, developmentally-appropriate, and age-appropriate feeding</p> | <ul style="list-style-type: none"> ● Resource 12, C-MAMI tool, Counseling and Support Actions Booklet, pp. 12-16 ● Resource 12, Session 2: Why IYCF Matters, pp. 24-27 ● Resource 12, Session 10: Common Breastfeeding Difficulties, pp. 114-120 | | |
| <p>7.9 Ability to assist and support mothers and other caregivers to maintain optimal feeding practices in the context of emergencies</p> | <ul style="list-style-type: none"> ● Resource 12, Module 17: Infant and young child feeding ● Resource 12 ● Resource 13, Session 5.5-5.6, Management of breastfeeding by a malnourished mother; Mother traumatised, in emotional crisis, or rejecting infant, pp. 58-61 ● Resource 12, C-MAMI tool, Triage Maternal Mental Health Assessment, p.7; Maternal Mental Health Assessment, p. 11 | | |
| <p>7.10 Ability to counsel mothers and other caregivers on feeding the child during and after illness</p> | <ul style="list-style-type: none"> ● Resource 1, Session 3: Infant and Young Child Feeding, pp. 103-104 ● Resource 12, Session 15: Feeding the Sick Child, pp. 151-154 | | |
| <p>7.11 Ability to develop a feeding plan following recovery of a child from severe acute malnutrition (SAM), therapeutic feeding, or other illness</p> | <ul style="list-style-type: none"> ● Resource 1, Session 5-Outpatient Management of Severe Acute Malnutrition, pp. 106-117 | | |
| Breastfeeding | | | |
| <p>7.12 Knowledge of how to implement the International Code of Marketing of Breast-milk Substitutes</p> <ul style="list-style-type: none"> ● products that are covered by the Code ● ways to protect breastfeeding in practice ● how to respond if offered information provided by manufacturers and/or distributors of products ● ways that facilities should ensure that there is no promotion of infant formula, feeding bottles, or teats ● harm of accepting financial or material inducements that | <ul style="list-style-type: none"> ● Resource 15 | | |

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| | might be offered by a manufacturer and/or distributor of products | | |
| 7.13 | Knowledge of ways a birthing facility should support breastfeeding | To be identified. | |
| 7.14 | Knowledge of early breastfeeding physiology, colostrum, breastfeeding techniques | To be identified. | |
| 7.15 | Knowledge of ways to ensure women continue breastfeeding during and after discharge from a birthing facility | <ul style="list-style-type: none"> Resource 1, Obstetric Nursing, Session 3: Neonatal Care, pp. 163-165 | |
| 7.16 | Knowledge of contraindications to breastfeeding and medical indications for supplemental feeding of a newborn | <ul style="list-style-type: none"> Resource 1, Obstetric Nursing, Session 3: Neonatal Care, pp. 163-165 | |
| 7.17 | Knowledge of how to manage artificial feeding in emergency contexts to protect both breastfed and non-breastfed children | <ul style="list-style-type: none"> Resource 15 | |
| 7.18 | Ability to explain to pregnant women, mothers, and caregivers the importance of breastfeeding, based on client's knowledge | <ul style="list-style-type: none"> Resource 1, Child Health / Pediatric Nursing, Session 3: Infant and Young Child Feeding, pp. 88-104 Resource 3, Session 7: Breastfeeding Advantages, Beliefs, and Myths and the Risks of Formula Feeding, pp. 35-36 Resource 12, Session 3: Common Situations that Can Affect Breastfeeding, pp. 28-35 Resource 12, Session 6: How to Breastfeed, pp. 59-70 Resource 12, Session 10: Common Breastfeeding Difficulties, pp. 114-120 Resource 9, Session 8: Nutrition Care for Infants and Young Children, pp. 78-87 Resource 9, Handout 8.2: Breastfeeding Resource 9, Handout 8.4: Risks and Benefits of Breastfeeding and Not Breastfeeding | |
| 7.19 | Ability to explain to pregnant women, mothers, and caregivers | <ul style="list-style-type: none"> Resource 1, Child Health / Pediatric Nursing, Session 3: Infant and Young Child Feeding, pp. 88-104 | |

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| <p>how breastfeeding works, based on client’s knowledge</p> | <ul style="list-style-type: none"> ● Resource 3, Session 7: Breastfeeding Advantages, Beliefs, and Myths and the Risks of Formula Feeding, pp. 35-36 ● Resource 12, Session 3: Common Situations that Can Affect Breastfeeding, pp. 28-35 ● Resource 12, Session 6: How to Breastfeed, pp. 59-70 ● Resource 12, Session 10: Common Breastfeeding Difficulties, pp. 114-120 ● Resource 9, Session 8: Nutrition Care for Infants and Young Children, pp. 78-87 ● Resource 9, Handout 8.2: Breastfeeding ● Resource 9, Handout 8.4: Risks and Benefits of Breastfeeding and Not Breastfeeding | | |
| <p>7.20 Ability to facilitate breastfeeding within the first hour, including promoting immediate and uninterrupted skin-to-skin contact and kangaroo mother care (KMC) as well as demonstrating a comfortable and safe position for breastfeeding and helping a mother achieve an effective and comfortable latch</p> | <ul style="list-style-type: none"> ● Resource 1, Obstetric Nursing, Session 3: Neonatal Care, pp. 163-165 ● Resource 1, Child Health / Pediatric Nursing, Session 3: Infant and Young Child Feeding, pp. 88-104 ● Resource 3, Session 7: Breastfeeding Advantages, Beliefs, and Myths and the Risks of Formula Feeding, pp. 35-36 ● Resource 12, C-MAMI tool, Counseling and Support Actions Booklet, pp. 12-29 ● Resource 12, Session 3.1.b: Overview of Kangaroo Care ● Resource 12, Session 3: Common Situations that Can Affect Breastfeeding, pp. 28-35 ● Resource 12, Session 6: How to Breastfeed, pp. 59-70 ● Resource 12, Session 10: Common Breastfeeding Difficulties, pp. 114-120 ● Resource 9, Session 8: Nutrition Care for Infants and Young Children, pp. 78-87 ● Resource 9, Handout 8.2: Breastfeeding | | |

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| | <ul style="list-style-type: none"> ● Resource 9, Handout 8.4: Risks and Benefits of Breastfeeding and Not Breastfeeding ● Resource 18, Videos: Keeping the Small Baby Warm (for health provider); Continuous Skin-to-Skin Care (for health provider) ● Resource 18, Videos: Attaching Your Baby at the Breast (for mother), Breastfeeding Attachment (for health provider) ● Resource 18, Videos: Breastfeeding in the First Hours (for mother); Early Initiation of Breastfeeding (for health provider); How to Express Your First Milk (for mother); Expressing the First Milk (for health provider) | | |
| 7.21 Ability to help a mother manage milk expression | <ul style="list-style-type: none"> ● Resource 1, Session 3: Infant and Young Child Feeding, pp. 96-97 ● Resource 12, Session 11: Alternative Methods of Feeding a Baby, pp. 136-144 ● Resource 12, Session 6: How to Breastfeed, pp. 59-70 ● Resource 12, Counselling Card 10: When you are separated from your baby ● Resource 18, Videos: How to Express Breastmilk (for mother); Expressing and Storing Breastmilk (for health provider) | | |
| 7.22 Ability to help mothers and caregivers if a mother is not feeding her baby directly at the breast | <ul style="list-style-type: none"> ● Resource 12, C-MAMI tool, Feeding Assessment, p. 9; Counseling and Support Actions Booklet, pp. 24-25 ● Resource 13, Annex 2, How to Cup Feed, pp. 119-120; Annex 3, Hand Expressing Breastmilk, pp. 121 ● Resource 18, Videos: Cup Feeding (for health providers) | | |
| 7.23 Ability to help a mother to breastfeed a low-birth-weight or sick baby | <ul style="list-style-type: none"> ● Resource 13, Sessions 5.2-5.4, Low-Birth Weight Infants, Babies who are visibly thin or underweight, Babies who refuse the breast, pp. 55-58 ● Resource 18, Videos: Breastfeeding Your Small Baby (for mothers); Breastfeeding the Small Baby (for health provider) | | |
| 7.24 Ability to work with a mothers / caregivers to develop | <ul style="list-style-type: none"> ● Resource 18, Videos: Discharging the Small Baby (for health provider) | | |

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| individualized discharge breastfeeding plans | | | |
| 7.25 Ability to assist and support mothers to follow optimal breastfeeding practices, including early initiation of breastfeeding, responsive feeding, recognition of hunger cues, exclusive breastfeeding, continued breastfeeding | <ul style="list-style-type: none"> ● Resource 1, Obstetric Nursing, Session 3: Neonatal Care, pp. 163-164 ● Resource 1, Session 3: Infant and Young Child Feeding, pp. 88-104 ● Resource 1, Session 9: Nutrition Interventions and Policies in Ghana, pp. 58-63 ● Resource 12, Session 3: Care of the Baby at the Time of Birth, pp. 19-30 (initiation within one hour of birth) ● Resource 12, Session 5: Recommended IYCF Practices: Breastfeeding, pp. 44-58 ● Resource 12, Session 6: How to Breastfeed, pp. 59-70 ● Resource 12, Session 10: Common Breastfeeding Difficulties, pp. 114-120 ● Resource 12, Session 16: Infant Feeding in the Context of HIV, pp. 155-170 | | |
| 7.26 Ability to assess breastfeeding positioning, latch, and practices | <ul style="list-style-type: none"> ● Resource 1, Session 3-Infant and Young Child Feeding, pp. 88-104 ● Resource 12, C-MAMI tool, Feeding Assessment, pp. 8-10; Counseling and Support Actions Booklet, pp. 12-29 ● Resource 12, Session 6: How to Breastfeed, pp. 59-70 ● Resource 12, Session 10: Common Breastfeeding Difficulties, pp. 114-120 ● Resource 18, Videos: Helping a Breastfeeding Mother (for health provider) | | |
| 7.27 Ability to help a mother prevent and/or address common breastfeeding problems (e.g., sore nipples, breast engorgement and mastitis, breastfeeding challenges faced by working women, latching, difficulty sucking, and insufficient milk) | <ul style="list-style-type: none"> ● Resource 12, C-MAMI tool, pp. 8-10; Counseling and Support Actions Booklet, pp. 15-19 ● Resource 12, Session 10: Common Breastfeeding Difficulties, pp. 114-120 ● Resource 13, Session 5.5: Management of breastfeeding by a malnourished mother, pp. 58 ● Resource 18, Videos: Is Your Baby Getting Enough Milk (for mothers); | | |

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| | Increasing Your Milk Supply (for mothers); What To Do About Breast Pain (for mothers); What To Do About Nipple Pain (for mothers); Not Enough Milk (for health provider); Nipple Pain (for health provider); Breast Pain (for health provider); Breast Engorgement (for health provider); Making Enough Milk (for health provider) | | |
| 7.28 Ability to assist and support mothers and other caregivers to continue breastfeeding and, if needed, use breastmilk substitutes in context of emergencies | <ul style="list-style-type: none"> • Resource 12, Module 17: Infant and young child feeding • Resource 12 • Resource 13, Session 5.6: Mother traumatised, in emotional crisis, or rejecting infant, pp. 58-60 • Resource 12, C-MAMI tool, Triage Maternal Mental Health Assessment, p.7; Maternal Mental Health Assessment, p. 11 • Resource 15 | | |
| Infant and young child feeding | | | |
| 7.29 Ability to assess complementary feeding practices and challenges | <ul style="list-style-type: none"> • Resource 1, Session 3-Infant and Young Child Feeding, pp. 88-104 | | |
| 7.30 Ability to counsel mothers and other caregivers on optimal complementary feeding practices, including timing of introduction, frequency of feeding, amount and consistency of food provided at each feeding, and feeding a diverse diet and locally available, affordable, nutritious foods, based on nutritional status and/or growth trends and in accordance with guidelines | <ul style="list-style-type: none"> • Resource 1, Session 9: Nutrition Interventions and Policies in Ghana, pp. 58-63 • Resource 1, Session 3: Infant and Young Child Feeding, pp. 88-104 • Resource 12, Session 7: Recommended IYCF Practices: Complementary Feeding, pp. 71-88 • Resource 12, Session 8: Complementary Foods, pp. 89-98 • Resource 12, Session 16: Infant Feeding in the Context of HIV, pp. 155-170 | | |
| 7.31 Ability to help a mother or caregiver prevent, resolve, or refer difficulties with feeding/eating | <ul style="list-style-type: none"> • Resource 14, Part 3, Chapter 7, Common Feeding Challenges and Solutions Across the Ages, pp. 241-285; Handout, Appendix 9, Common Feeding Issues and Solutions Quick Charts, pp. 375-385 • Resource 19, Module 4: Eating and Drinking, pp. 1-18 | | |

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| Responsive care and early learning practices | | | |
| 7.32 Knowledge of optimal early childhood development (ECD), developmental milestones, and the importance of nurturing care, responsive caregiving, and early stimulation | <ul style="list-style-type: none"> Resource 1, Session 3: Infant and Young Child Feeding, pp. 97-99 (partial) Resource 4, All sessions Resource 20, Appendix 10 | | |
| 7.33 Ability to demonstrate responsive caregiving and early childhood stimulation (play and communication activities) | <ul style="list-style-type: none"> Resource 4, All sessions Resource 12, Session 2: Why IYCF Matters, pp. 24-27 | | |
| 7.34 Ability to counsel mothers and caregivers on promoting early childhood development and nurturing care, monitoring developmental milestones, and noticing warning signs | <ul style="list-style-type: none"> Resource 1, Session 1: Normal Growth and Development, pp. 76-84 (partial) Resource 4, All sessions | | |
| 8. Promotion of Nutrition Practices Uniquely for Pregnant and Lactating Women | | | |
| Summary: The nurse will be able to promote practices for the prevention and control of malnutrition (macro and micronutrients) during pregnancy and lactation. | | | |
| Competencies | Resources that Cover these Competencies | Optional Workspace | |
| | | Official Role or Responsibility | Current Course |
| See also assessment, treatment, and management competencies as well as competencies related to the general promotion of nutrition and healthy living and other populations. | | | |
| 8.1 Knowledge of additional dietary /nutritional requirements and optimal nutrition practices for pregnant and lactating women (e.g., need to take iron/folate, consume more, consume animal-source foods, and rest more) | <ul style="list-style-type: none"> Resource 1, Session 3: Nutrition Needs Throughout the Lifecycle, pp. 20-25 Resource 1, Session 1: Antenatal Care, pp. 158-160 Resource 3, Session 5: Women's Nutrition: The Malnutrition Cycle and Strategies to Break It, pp. 32-33 Resource 12, Session 14: Women's Nutrition, pp. 142-150 Resource 9, Session 14: Nutrition Care for Pregnant and Breastfeeding Women, pp. 72-77 Resource 9, Handout 7.1: Energy Needs of Pregnant and Breastfeeding Women Resource 9, Handout 7.2: Counselling on Good Nutrition in Pregnancy | | |

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| | <ul style="list-style-type: none"> Resource 9, Handout 7.3: Counselling Pregnant and Breastfeeding Women on Anaemia | | |
| 8.2 Knowledge of the importance / benefits of breastfeeding for the health and wellbeing of mothers | <ul style="list-style-type: none"> Resource 3, Session 7: Breastfeeding Advantages, Beliefs, and Myths and the Risks of Formula Feeding, pp. 35-36 Resource 12, Session 5: Recommended IYCF Practices: Breastfeeding, pp. 44-58 | | |
| 8.3 Knowledge of the effect of maternal nutritional status on nutrient composition of breastmilk (quality and quantity) | <ul style="list-style-type: none"> Resource 12, Session 3: Common Situations that Can Affect Breastfeeding, pp. 28-35 | | |
| 8.4 Ability to counsel pregnant and lactating women on optimal nutrition practices (e.g., increased food intake, diet diversity, consumption of animal-source foods, IFA intake, adequate rest, reduced physical labor, and keeping physically active) | <ul style="list-style-type: none"> Resource 1, Session 1: Antenatal Care, pp. 158-160 Resource 1, Session 2: Postnatal Care, pp. 161-162 (partial) Resource 3, Session 5: Women's Nutrition: The Malnutrition Cycle and Strategies to Break It, pp. 32-33 Resource 12, Session 3: Common Situations that Can Affect Breastfeeding, pp. 28-35 Resource 12, Session 5: Recommended IYCF Practices: Breastfeeding, pp. 44-58 Resource 12, Session 6: How to Breastfeed, pp. 59-70 | | |

9. Promotion of Nutrition Practices Uniquely for Adolescents

Summary: The nurse will be able to promote nutrition of adolescents (10-19 years old), addressing their unique nutritional requirements and challenges.

| Competencies | Resources that Cover these Competencies | Optional Workspace | |
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| | | Official Role or Responsibility | Current Course |
| See also assessment, treatment, and management competencies as well as competencies related to the general promotion of nutrition and healthy living and other populations. | | | |
| 9.1 Knowledge of the specific nutritional needs of adolescents related to their growth, development and maturation | <ul style="list-style-type: none"> Resource 1, Training Guide, Session 2: Nutrients, Food Sources, and Functions, pp. 14-19 (partial) Resource 1, Training Guide, Session 3: Nutrition Needs Throughout the Lifecycle, pp. 20-25 Resource 9, Session 1: Basic Nutrition, pp. 16-23 | | |

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| | <ul style="list-style-type: none"> Resource 9, Handout 2.2: Human Energy and Nutrient Requirements | | |
| 9.2 Knowledge of the unique nutritional needs of pregnant adolescents | <ul style="list-style-type: none"> Resource 3, Training Guide, Session 5: Women’s Nutrition: The Malnutrition Cycle and Strategies to Break It, pp. 32-33 Resource 3, Reference Manual, Documents 10-11 | | |
| 9.3 Ability to counsel adolescents on optimal nutrition practices | <ul style="list-style-type: none"> Resource 1, Training Guide, Session 3: Nutrition Needs Throughout the Lifecycle, pp. 20-25 (partial) Resource 3, Training Guide, Session 5: Women’s Nutrition: The Malnutrition Cycle and Strategies to Break It, p. 32-33 | | |

10. Promotion of Nutrition among People Living with HIV and AIDS

Summary: The nurse will be able to provide assessment and management of people living with HIV and AIDS (PLWHA) by applying the national guideline for the clinical nutrition care of children and adults living with HIV in the assessment and management of cases.

| Competencies | Resources that Cover these Competencies | Optional Workspace | |
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| | | Official Role or Responsibility | Current Course |
| See also assessment, treatment, and management competencies as well as competencies related to the general promotion of nutrition and healthy living and other populations. | | | |
| 10.1 Knowledge of the impact of HIV and AIDS on food security and nutritional status and how nutrition affects disease progression | <ul style="list-style-type: none"> Resource 1, Session 2: Nutrition Care and Support in the Context of HIV and/or Tuberculosis, pp. 141-146 | | |
| 10.2 Knowledge of the energy and nutrient requirements of PLWHA, including drug-induced interactions, nutrition implications, and appropriate dietary responses | <ul style="list-style-type: none"> Resource 1, Session 2: Nutrition Care and Support in the Context of HIV and/or Tuberculosis, pp. 141-146 | | |
| 10.3 Knowledge of appropriate nutrition practices in the context of HIV and AIDS | <ul style="list-style-type: none"> Resource 3, Session 9: Infant Feeding and HIV, pp. 41-44 | | |
| 10.4 Ability to counsel PLWHA (or their caregivers) on critical nutrition practices for PLWHA | <ul style="list-style-type: none"> Resource 1, Session 2: Nutrition Care and Support in the Context of HIV and/or Tuberculosis, pp. 146 Resource 2, Session 1: Nutrition in HIV, pp. 164-167 | | |
| 10.5 Ability to explain the recommended therapeutic and | <ul style="list-style-type: none"> Resource 1, Session 2: Nutrition Care and Support in the Context of | | |

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| supplementary food for the management of acute malnutrition in PLWHA | HIV and/or Tuberculosis, pp. 148-155 <ul style="list-style-type: none"> Resource 2, Session 2: Nutrition in HIV, pp. 167 | | |
| 10.6 Ability to counsel PLWHA (or their caregivers) on appropriate dietary practices, depending on a client's condition in order to prevent weight loss, improve body composition and immunity, and prevent infections | <ul style="list-style-type: none"> Resource 1, Session 2: Nutrition Care and Support in the Context of HIV and/or Tuberculosis, pp. 148-155 | | |
| 10.7 Ability to counsel mothers and other caregivers on breastfeeding options in the context of HIV and guide the mother to adopt the best option | <ul style="list-style-type: none"> Resource 3, Session 9: Infant Feeding and HIV, pp. 41-44 Resource 12, Session 16: Infant Feeding in the Context of HIV, pp. 155-170 | | |
| 10.8 Ability to help PLWHA (or their caregivers) develop a nutritional care and support plan | <ul style="list-style-type: none"> Resource 1, Session 2: Nutrition Care and Support in the Context of HIV and/or Tuberculosis, pp. 148-155 | | |
| 10.9 Ability to provide nutritional management of HIV symptoms and drug side effects | <ul style="list-style-type: none"> Resource 8, Session 1: Introduction to Nutrition, pp. 36-40 | | |

11. Management of Nutrition Interventions/Services

Summary: The nurse will be able to oversee the work of other members of the health care team, including providing mentorship and guidance to CHWs.

| Competencies | Resources that Cover these Competencies | Optional Workspace | |
|--------------|---|---------------------------------|----------------|
| | | Official Role or Responsibility | Current Course |

See also assessment, treatment, and promotion competencies.

| Human resources management | | | |
|---|--|--|--|
| 11.1 Ability to respectfully, constructively, and supportively supervise other facility- and community-based workers and volunteers | <ul style="list-style-type: none"> Resource 3, Reference Manual, Document #56: Supervision Guidelines for Community Workers | | |
| 11.2 Ability to work collaboratively with nutritionists/dieticians and other members of the health team for good nutrition of patients/service users. | To be identified | | |
| 11.3 Engages relevant community actors (leaders, professionals, members) openly and | <ul style="list-style-type: none"> Resource 9, Facilitator's Guide, Session 12: Health Facility-Community Linkages, pp. 103-108 | | |

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|---|---|--|--|
| collaboratively to promote nutrition | | | |
| Data collection, management, reporting, and use | | | |
| 11.4 Ability to collect, manage, and report nutrition-related data | <ul style="list-style-type: none"> • Resource 12, Session 2: Why IYCF Matters, pp. 24-27 • Resource 9, Facilitator’s Guide, Session 13: NACS Data Collection and Reporting, pp. 109-115 | | |
| 11.5 Ability to use data and other information to identify nutrition-related priorities in the community | To be identified | | |
| 11.6 Ability to identify/address barriers to provision of effective, high quality, equitable nutrition services, using a QI or other similar approach | To be identified | | |
| Supply chain management | | | |
| 11.7 Ability to manage the supply chain (project need, order, store) of nutrition supplies | <ul style="list-style-type: none"> • Resource 9: Handout 9.6: Specialised Food Product Logistics and Supply Chain Management | | |

Resources

| No. | Resource |
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| 1 | Nutrition Technical Update for Nursing and Midwifery Tutors in Ghana: Tutors' Teaching Aids (2013) |
| 2 | Nutrition Facilitator's Manual (2017) https://ecsahc.org/wp-content/uploads/2017/05/HF_FM_FINAL.compressed.pdf |
| 3 | Essential Nutrition Actions and Essential Hygiene Actions Framework Facilitator Guide (2017) https://coregroup.org/wp-content/uploads/media-backup/documents/Resources/Tools/ENA_EHA/ENA_EHA_Training_Guide_Health_Workers.pdf Essential Nutrition Actions and Essential Hygiene Actions Framework Reference Manual(2017) https://coregroup.org/wp-content/uploads/media-backup/documents/Resources/Tools/ENA_EHA/ENA_EHA_Reference_Manual_Health_Workers_Nutrition.pdf |
| 4 | Care for Child Development Package (2012) https://www.unicef.org/earlychildhood/index_68195.html |
| 5 | Community Based Infant and Young Child Feeding Counselling Package: Facilitator Guide (2013) https://www.unicef.org/nutrition/files/Facilitator_Guide_September_2013.pdf |
| 6 | Community Management of At-risk Mothers and Infants under six months of age (C-MAMI) (2018) https://www.enonline.net/ourwork/research/mami |
| 7 | Essential newborn care course (2010) https://www.who.int/maternal_child_adolescent/documents/newborncare_course/en/ |
| 8 | Malawi Nutrition Care, Support, and Treatment for Adolescents and Adults: Training Materials for Facility-Based Service Providers (2017) https://www.fantaproject.org/tools/malawi-nutrition-care-support-and-treatment-adolescents-and-adults-training-materials-facility |

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| 9 | <p>Zambia Nutrition Assessment, Counselling and Support (NACS) Training Materials for Facility-Based Providers: Facilitators' Guide (2017)</p> <p>https://www.fantaproject.org/tools/zambia-nutrition-assessment-counselling-and-support-nacs-training-materials-facility-based</p> <p>Zambia Nutrition Assessment, Counselling and Support (NACS) Training Materials for Facility-Based Providers: Participant Handouts (2017)</p> <p>https://www.fantaproject.org/tools/zambia-nutrition-assessment-counselling-and-support-nacs-training-materials-facility-based</p> |
| 10 | <p>Guide to Anthropometry: A Practical Tool for Program Planners, Managers, and Implementers (2018)</p> <p>https://www.fantaproject.org/tools/anthropometry-guide</p> |
| 11 | <p>Harmonized Training Package on Nutrition in Emergencies (NiE) (2011)</p> <p>https://www.enonline.net/resources/htpversion2</p> |
| 12 | <p>IYCF-E Toolkit: Rapid start-up for emergency nutrition personnel (2017)</p> <p>https://resourcecentre.savethechildren.net/library/infant-and-young-child-feeding-emergencies-iycf-e-toolkit-rapid-start-emergency-nutrition</p> |
| 13 | <p>Infant Feeding in Emergencies for health and nutrition workers in emergency situations. Module 2 Version 1.1 (2007)</p> <p>https://www.enonline.net/attachments/141/module-2-v1-1-core-manual-english.pdf</p> <p>See also the IFE interactive lessons</p> <p>https://lessons.enonline.net/</p> |
| 14 | <p>Holt International's Feeding and Position Manual: Guidelines for Working with Babies and Children (2019)</p> <p>https://www.holtinternational.org/about/child-nutrition/feeding-and-positioning-manual/</p> |
| 15 | <p>Infant and young Child Feeding Practices: Standard Operating Procedures for the Handling of Breastmilk Substitutes (BMS) in Refugee Situations for Children 0-23 Months (2015)</p> <p>https://www.enonline.net/attachments/2413/UNHCR_BMS-SOP-LAY2-MAINFILE-D-(1).pdf</p> <p>https://www.enonline.net/attachments/2414/UNHCR_BMS-SOP-LAY2-ANNEXES-D-(1).pdf</p> |
| 16 | <p>NCD Training Modules (2013)</p> <p>https://www.cdc.gov/globalhealth/healthprotection/fetp/ncd_modules.htm</p> |
| 17 | <p>Virtual Courses - Diabetes Self-Management Support Course (ND)</p> |

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| | https://www.paho.org/hq/index.php?option=com_content&view=article&id=12811:virtual-courses&Itemid=42225&lang=en |
| 18 | Global Health Media Videos (ND) https://globalhealthmedia.org/videos/ |
| 19 | Eating and Drinking Module of the AbANA Early Intervention Program (LSHTM) (ND) https://www.ubuntu-hub.org/resources/abaana/ |
| 20 | WHO Guidelines for the Inpatient Treatment of Severely Malnourished Children (2003) https://apps.who.int/iris/bitstream/handle/10665/42724/9241546093.pdf?sequence=1 |
| 21 | WHO Training Course on the Management of Severe Malnutrition (2002) https://apps.who.int/iris/handle/10665/70449 |
| 22 | Guideline: Updates on the Management of Severe Acute Malnutrition in Infants and Children (2013) http://www.who.int/nutrition/publications/guidelines/updates_management_SAM_infantandchildren/en/ |
| 23 | WHO Haemoglobin Concentrations for the Diagnosis Of Anaemia and Assessment of Severity. Vitamin and Mineral Nutrition Information System. (2011) https://www.who.int/vmnis/indicators/haemoglobin.pdf |
| 24 | Adult Learning Theories in Context: A Quick Guide for Healthcare Professional Educators https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6458658/ |
| 25 | The Wellness Network. 2018. Applying Adult Learning Theories for Effective Patient Education https://www.thewellnessnetwork.net/health-news-and-insights/blog/applying-adult-learning-theories/ |

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