

LEARN HOW TO LOWER YOUR CHOLESTEROL WITHOUT MEDICATION

I. NEEDS ANALYSIS

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SCOPE/PURPOSE

More and more Americans are being told to take cholesterol-lowering drugs like statins to control heart disease. If the 2013 guidelines recommended by the American College of Cardiology and the American Heart Association were followed, roughly half of all Americans over 40 would be taking statins. Real-life benefit has proven to be minimal, and statins cause adverse side effects. Diet and lifestyle changes can lower heart disease risk. Patients can improve health outcomes with behavioral change and use of health information literacy toward a heart-healthy diet and lifestyle.

The purpose of the program is to provide those who have been prescribed cholesterol-lowering drugs choice in their health outcomes. Persons who are looking for alternatives to medication are adults who may never have learned about nutrition or had the information or the motivation to utilize diet as a tool for achieving health. The program is intended to take into account the personal nature of the material, since diet and health are challenging topics and participants who arrive at this training are looking for alternatives outside the mainstream.

AUDIENCE PERSONA

- Adult man or woman taking cholesterol-lowering medication or whose doctor recently recommended medication.
- Family member, friend or caregiver who wants to support their loved-one.
- Employers, healthcare providers or insurance companies looking to reduce costs and encourage client health and wellness.

Meet Dan, the Course Avatar Animated Video - <https://www.youtube.com/watch?v=BEVLUcbHGRO>

PROGRAM/COURSE GOALS:

After the course the learner will be able to:

- Apply health-promoting knowledge and skills in real-world settings.
- Examine personal beliefs or biases that may negatively impact health.
- Evaluate health information to support heart-healthy diet and lifestyle choices.
- Create a personal plan to support heart health.

PREREQUISITES FOR ATTENDING THE PROGRAM:

There are no prerequisites other than a desire to learn about a heart healthy diet. Most participants will come to the course after their doctor has prescribed a cholesterol-lowering drug and the participant has desire to explore options to support their heart health.

PERFORMANCE GAP:

1. Participant is concerned because they know high cholesterol leads to heart disease and that some medications like statin drugs are known to cause adverse side effects and provide minimal benefit and that cardiovascular disease progresses despite the use of medication.
2. Participant is confused by conflicting information (conventional wisdom, media reports, anecdotal evidence) on what is an optimal diet.
3. Participant seeks clarity, confidence and knowledge to impact their own health outcomes.
4. Participant seeks a plan of action that is simple, accessible and immediate that will result in improved health, to halt and reverse heart disease, and to avoid relying only on medications to address high cholesterol.

II. COURSE CONTENT AND DELIVERY

ASSESSMENTS

Course design supports the program goal of supporting the learner to achieve their health goals and the instructional design incorporates feedback, positive confirmation of learning and corrections of misunderstandings. The assessment goal is 100% achievement, and so the learner is allowed to review and re-do as needed. The course begins with a knowledge check activity that is non-graded and concludes with several summative assessments (ranking, sorting, comparison activities) allowing participants to demonstrate mastery of the entire course content. Most assessments in the program are formative. Participants will complete paper or web-based quizzes, self-assessments, reflection and independent and cooperative group projects that allow for revision of wrong answers, re-learning and optional extended learning on the topics presented.

This blended learning course is delivered via synchronous and self-paced e-learning and includes on-demand e-learning, video, VILT, ILT and personalized coaching.

III. LEARNING OBJECTIVES, LESSONS, ACTIVITIES AND ASSESSMENT ALIGNMENT

The Course contains five modules each with a terminal objective and enabling objectives that align lesson content and assessments. The learning sequence of the program follows a whole-to-part content delivery structure. The course starts with the whole picture (the connection of personal behavior and heart health) and niches down through each module.

MODULE 1 - ALL ABOUT HEART DISEASE: HOW DIET AND CHOLESTEROL ARE CONNECTED

2 LESSONS

~ LENGTH: 2 HOURS

Terminal Objective: The learner will summarize why nutrition can be the most effective and least detrimental therapy for reducing blood cholesterol levels. *Enabling Objectives/Lesson Title:* 1-Describe how cholesterol impacts the cardiovascular system and identify dietary source of cholesterol and other foods that negatively impact blood cholesterol levels; 2-Discuss why nutrition is a viable alternative to, or combination with, statin drugs to lower blood cholesterol levels and improve cardiovascular health and given a list of medical outcomes, correctly identify known side effects of statin drug therapy. View [Module 1 Alignment Chart](#) for specific performance assessments.

MODULE 2: LOOKING TOWARD A HEALTHY FUTURE – COGNITIVE DISSONANCE AND CHANGE CHALLENGES

3 LESSONS

~ LENGTH: 2 HOURS

Terminal Objective: Learner will organize a plan to change behavior in light of new evidence presented in the course. *Enabling Objectives/Lesson Title:* Compare and contrast themselves with individuals who have successfully used nutrition as a therapy to improve cardiovascular health; 2-Describe the contradictions between their personal beliefs/biases, cultural values, conventional wisdom or contemporary media reports and the evidence presented in the course; and 3-Create a *Healthy Eating Plan* that encompasses a renovation of current eating habits. View [Module 2 Alignment Chart](#) for specific performance assessments.

MODULE 3 – DEVELOPING HEALTH INFORMATION LITERACY

2 LESSONS

~ LENGTH: 1 HOUR

Terminal Objective: Learner will distinguish evidence-based health information when given opposing claims. *Enabling Objectives/Lesson Title:* 1-Apply the 7 rules for distinguishing between evidence based health information and bad journalism or shoddy science; and, 2-Describe key influences that determine USDA dietary guidelines, medical and health information and prescription drugs use. View [Module 3 Alignment Chart](#) for specific performance assessments.

MODULE 4 - SELECTING OPTIMAL FOODS

3 LESSONS

~ LENGTH: 2 HOURS

Terminal Objective: In real-world settings such as the grocery store, the learner will select foods that support and improve cardiovascular health. *Enabling Objectives/Lesson Title:* 1-While shopping for recipe items in a grocery store, determine which types of foods are best for heart health from a variety of options; 2-Rank a variety of foods by their calorie density in order to maximize nutrient density; and, 3-Compare food labels to determine the best processed food choice. View [Module 4 Alignment Chart](#) for specific performance assessments.

MODULE 5 - LET'S EAT!

2 LESSONS

~ LENGTH: 2.5 HOURS

Terminal Objective: In real-world settings such as the home kitchen and restaurant, the learner will select and prepare foods that support and improve cardiovascular health. *Enabling Objectives/Lesson Title:* 1-In their home kitchen, the learner will prepare a recipe and, if necessary, modify recipe directions or ingredients to support cardiovascular health; and, 2-In a restaurant, the learner will select the best available choice or devise a unique dish of healthy menu items based on available options. View [Module 5 Alignment Chart](#) for specific performance assessments.

V ADMINISTRATION, EVALUATION, AND CONTINUOUS IMPROVEMENT PLANS

The program will be hosted by a health care provider in association with an insurance provider. Web-based, on-demand components and participant guides will be available online on-demand. Participants select to enter the program, take the 9-day facilitator-led/e-learning course and then enter a post-program follow-up regime involving surveys, interviews, coaching sessions and on-going course cohort social gatherings.

EVALUTATION

- *Level 1–Reactions and Engagement.* This level of evaluation will be achieved through paying attention to the participant’s level of engagement in the program such as attendance and completion of assignments. Formative evaluations will be completed by the facilitator and staff and a summative evaluation will be completed by all (facilitators, participants and staff) via survey form.
- *Level 2–Learning.* Pre-and post-course assessments will be conducted with course participants. Coordination with health care providers will also occur to gauge participants’ health improvement and their continued heart-healthy lifestyle improvements.
- *Level 3–Transfer.* The course design includes on-going engagement with course participants for one year. Facilitators will engage in continued coaching session and conduct interviews with each participant to determine behavior change and health improvements.

UPDATE/CONTINUOUS IMPROVEMENT PLAN

Program reviews will take place after a one-month follow-up with a course cohort, as well as six months and one year. Reviews will be conducted by the instructional designer, course facilitators, healthcare providers and participants via surveys and interviews.

VII. COURSE BLUEPRINT (NEXT PAGE)

COURSE BLUEPRINT

MODULE	TIME/DAY	TOPIC	MODALITY	MEASUREMENT
1 - ALL ABOUT HEART DISEASE: HOW DIET AND CHOLESTEROL ARE CONNECTED	DAY 1/2 2 HOURS	<p>Summarize why nutrition can be the most effective and least detrimental therapy for reducing blood cholesterol levels.</p> <ul style="list-style-type: none"> Describe how cholesterol impacts the cardiovascular system and identify dietary sources of cholesterol and other foods that negatively impact blood cholesterol Discuss why nutrition is a viable alternative to, or combination with, statin drugs to lower blood cholesterol levels and improve heart health 	Synchronous (Live Face-to-Face or Webinar Facilitator/Instructor led)	Survey results, post-program interview
2 - LOOKING TOWARD A HEALTHY FUTURE - COGNITIVE DISSONANCE AND CHANGE CHALLENGES	DAY 3/4 2 HOURS	<p>Organize a plan to change behavior in light of new evidence presented in the course.</p> <ul style="list-style-type: none"> Compare and contrast themselves with individuals who have successfully used nutrition as a therapy to improve cardiovascular health Describe the contradictions between their personal beliefs/biases, cultural values, conventional wisdom or contemporary media reports and the evidence presented in the course Create a <i>Healthy Eating Plan</i> that encompasses a renovation of current eating habits. 	Synchronous (Live Face-to-Face or Webinar Facilitator/Instructor led)	Survey results, post-program interview, metabolic/lipid panel (CMP), wellness check

3 - DEVELOPING HEALTH INFORMATION LITERACY	DAY 5 1 HOUR	Distinguish evidence-based health information when given opposing claims. <ul style="list-style-type: none"> • Apply health information literacy to determine evidence-based health claims. • Describe key influences that determine USDA dietary guidelines, medical and health 	Synchronous (Live Face-to-Face or Webinar Facilitator/Instructor led)	Survey results, post-program interview
4 - SELECTING OPTIMAL FOODS	DAY 6/7 2 HOURS	In real-world settings such as the grocery store, the learner will select foods that support and improve cardiovascular health. <ul style="list-style-type: none"> • While shopping for recipe items in a grocery store, determine which types of foods are best for heart health from a variety of options • Rank a variety of foods by their calorie density in order to maximize nutrient density • Compare food labels to determine the best processed food choice. 	Synchronous (Live Face-to-Face, Webinar Facilitator/Instructor led) or self-paced e-learning	Survey results, post-program interview, metabolic/lipid panel (CMP), wellness check
5 - LET'S EAT!	DAY 8/9 2.5 HOURS	In real-world settings such as the home kitchen and restaurant, the learner will select and prepare foods that support and improve cardiovascular health. <ul style="list-style-type: none"> • In their home kitchen, the learner will prepare a recipe and, if necessary, modify recipe directions or ingredients to support cardiovascular health • In a restaurant, the learner will select the best available choice or devise a unique dish of healthy menu items based on available options. 	Synchronous (Live Face-to-Face)	Survey results, post-program interview, metabolic/lipid panel (CMP), wellness check