

# Bowling Green State University Distance Dietetic Internship Program

## Rotation: **Community Nutrition Programs**

### Pre-rotation check-list

\_\_\_\_\_ Affiliation Agreement signed and mailed or faxed to director \_\_\_\_\_ Pre-rotation self-assessment submitted electronically

\_\_\_\_\_ Readings completed

Intern: \_\_\_\_\_ Facility: \_\_\_\_\_

Goal/Objective	initial	Planned Experience	Comments/Alternative Experience
<b>CD5. Participate in legislative and public policy processes as they affect food, food security and nutrition.</b>			
Applies knowledge of federal, regional, state and local gov. structures and processes involved in the development of public policy, legislation and regulations that influence related nutrition and health services.		<ul style="list-style-type: none"> <li>review agency web-site</li> <li>identify where authority lies for nutrition /food programs at federal, state and local levels, identify key player responsible for agency/program planning – <i>journal entry</i></li> <li>identify lobbying activities at the local, state or national level – with what types of legislation is this group concerned – funding, research, policy? <i>journal entry</i></li> <li>attend Board meetings if appropriate</li> <li>identify specific agency activities that support Healthy People 2010 – <i>journal entry</i></li> <li>review agency regulations</li> </ul>	Note: All journal entries to be submitted to director for review <a href="http://www.healthypeople.gov">http://www.healthypeople.gov</a>
Utilize knowledge of political, legislative and economic factors that affect dietetic practice.		<ul style="list-style-type: none"> <li>review site appropriate readings on web portal page ie. - Older Americans Act, status of Title III funding (for Area Office on Aging), poverty guidelines, Public Health initiatives</li> <li>discuss funding issues as they apply to current legislation if appropriate <i>journal entry</i></li> </ul>	
Relates food security issues to organizational goals		<ul style="list-style-type: none"> <li>review “Measuring Food Security” and “Putting Food on the Table”</li> <li>what food security issues are apparent in the population this agency serves? - <i>journal entry</i></li> </ul>	
Evaluation of competency 1= competency attempted, with minimal success 2= competency partially met 3= competency nearly met at entry level			4= competency met at entry level 5=competency surpasses entry level
			Intern Rating
<b>CD10. Supervise education and training for target groups.</b>			
Assess education needs of target group		<ul style="list-style-type: none"> <li>discuss characteristics of target population with preceptor - <i>journal entry</i></li> <li>complete presentation outline form in the forms folder in the community nutrition rotation link on the web portal page – provide a copy to your preceptor and program director</li> </ul>	Example: Food Bank – Community Kitchen Program and Kid’s Cafe
Develop class based on assessed needs as needed		<ul style="list-style-type: none"> <li>develop lesson for target population - state general goal, 1 - 3 behavioral objectives, at least one activity per behavioral objective, materials needed - <i>journal entry</i> (indicate on presentation outline form)</li> <li>present class if possible</li> </ul>	Preceptors: Evaluate using the Presentation Evaluation Form, found in the preceptors resources section of the program web page.
Evaluation of competency 1= competency attempted, with minimal success 2= competency partially met 3= competency nearly met at entry level			4= competency met at entry level 5=competency surpasses entry level
			Intern Rating

Goal/Objective	initial	Planned Experience	Comments/Alternative Experience
<i>CD11. Develop and review educational materials for target populations.</i>			
Considers literacy and cultural issues in choosing appropriate print materials for a target audience		<ul style="list-style-type: none"> <li>Review: Achieving Cultural Competence: A Guidebook for Providers of Services to Older Americans and Their Families, available on-line. (Area Agency on Aging rotation, only)</li> <li>Review low literacy module on the Introduction to Dietetic Internship web portal page as needed.</li> </ul>	
Follows appropriate guidelines to develop effective print materials for target population.		<ul style="list-style-type: none"> <li>what topics are of general interest to target population How was this determined? <i>journal entry.</i></li> <li>review current educational materials available at facility What educational level are they intended for? Are cultural issues addressed?</li> <li>develop at least one handout for a class presentation or for future use (preceptor will designate topic, if intern will not be presenting a class)</li> <li>determine literacy level of target audience and evaluate handout using the Key Principles on Effective Low-Literacy Print Materials (Clear and Simple ✓ Checklist) Complete this form even if literacy is not an issue as many of the principles are applicable to general audiences</li> <li>review checklist with preceptor</li> </ul>	Preceptors – evaluate using the Written Education Materials Evaluation form
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<i>CD42. Supervise screening of the nutritional status of the population and/or community groups.</i>			
Review existing screening programs for target populations.		<ul style="list-style-type: none"> <li>review screening instruments for target populations (DETERMINE, Mini-Nutritional Assessment, cholesterol values)</li> <li>review pertinent surveillance data for target population as available</li> <li>acanthosis nigricans in Hispanic and African American populations– read article “Early Warning”</li> <li>review health &amp; anthropometric measures if available – <i>journal entry</i></li> <li>identify any demographic variables that may affect nutritional status – <i>journal entry</i></li> </ul>	Omit for foodbank rotations
Assist in screening target population as needed		<ul style="list-style-type: none"> <li>review guidelines for screening individuals for diabetes, malnutrition and CVD risk</li> <li>assist in screenings if possible – <i>journal entry if applicable</i></li> </ul>	Omit for foodbank rotations
Review programs that assess health behaviors in the target population and assist in assessment as needed.		<ul style="list-style-type: none"> <li>Review article Baseline Assessment of the health State and Health Behaviors of African Americans Participating in the Activities for Life Program: A Community-Based Health Intervention Program</li> <li>Review any state public health based initiatives (i.e. Healthy Ohioans, Florida’s Healthy People, Healthy Communities) Is there any assessment (self-assessment included) component? How are behaviors monitored? – <i>journal entry</i></li> </ul>	<a href="http://www.healthyohioans.org/">http://www.healthyohioans.org/</a> <a href="http://www.doh.state.fl.us/Family/hchp/index.html">http://www.doh.state.fl.us/Family/hchp/index.html</a>
Evaluation of competency 1= competency attempted, with minimal success 2= competency partially met 3= competency nearly met at entry level			Intern Rating

Goal/Objective	initial	Planned Experience	Comments/Alternative Experience
<i>CD12. Participate in the use of mass media for community-based food and nutrition programs.</i>			
Review methods of delivering nutrition or fitness messages within a target population		<ul style="list-style-type: none"> <li>Read article <a href="#">Using 3 Data Sources and Methods to Shape a Nutrition Campaign</a></li> <li>discuss which methods are considered most effective for target population and why with preceptor <a href="#">journal entry</a></li> <li>review Social Marketing and Public Health, Lessons from the Field, Social Marketing 101</li> </ul>	Note: mass media may be used as part of fund-raising efforts, in addition to encouraging program participation in target population
Review methods of delivering nutrition messages to the media		<ul style="list-style-type: none"> <li>review Working with the Media – a Handbook</li> <li>discuss methods used by agency to promote behavior change and specific marketing campaigns – <a href="#">journal entry</a></li> </ul>	
Review state based initiatives		<ul style="list-style-type: none"> <li>What types of media efforts are being used to promote state-wide or local programs? Are they effective? Is the website easy to navigate? How could the effort be more effective? <a href="#">Journal entry</a></li> <li>Discuss activities at the local level with preceptor – <a href="#">journal entry</a></li> </ul>	
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<i>CD16. Participate in organizational change and planning and goal setting process.</i>			
Reviews organization's structure.		<ul style="list-style-type: none"> <li>review facility organizational chart - where do RD's, DTR's or other nutrition professionals fit in? - <a href="#">journal entry</a></li> <li>review lines of communication</li> <li>review job descriptions if possible</li> </ul>	
Reviews organization's goal setting process.		<ul style="list-style-type: none"> <li>review facility's long range and short range goals. Note: Strategic plan may be available on agency web-site.</li> <li>relate agency goals to other relevant agencies or coalition partners - <a href="#">journal entry</a></li> </ul>	
Attends departmental meetings.		<ul style="list-style-type: none"> <li>attend planning meetings/ training sessions as appropriate – <a href="#">journal entry</a></li> </ul>	
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<i>CD43. Conduct assessment of the nutritional status of the population and/or community groups.</i>			
<i>CO4. Participate in nutrition surveillance and monitoring of communities.</i>			
<i>CD13. Interpret and incorporate new scientific knowledge into practice.</i>			
Prioritizes nutritional problems of various age and population groups using appropriate anthropometric, biochemical, clinical, dietary and socioeconomic assessment techniques.		<ul style="list-style-type: none"> <li>Food bank rotation – review America's Second Harvest Hunger Study 2001 – how does the local organization use this information in improving services or strategic planning? <a href="#">Journal entry</a></li> <li>review pertinent national surveillance data – BRFSS, NHANES, CSFII</li> <li>review population specific past surveillance reports, public health statistics for the county and state as available (needs assessment are often completed at the county level, also review National Center for Health Statistics)</li> </ul>	<a href="http://www.cdc.gov/nchs">http://www.cdc.gov/nchs</a>
Review programs that assess health behaviors in the target population and assist in assessment as needed.		<ul style="list-style-type: none"> <li>Review article Baseline Assessment of the health State and Health Behaviors of African Americans Participating in the Activities for Life Program: A Community-Based Health Intervention Program</li> <li>Review state and local health department web-sites for information regarding on-going assessment – what are the priorities? Do they have specific targets regarding risk</li> </ul>	Example: Wood County Community Health Assessment <a href="http://www.co.wood.oh.us/healthdepartment/CHAP%20Report.pdf">http://www.co.wood.oh.us/healthdepartment/CHAP%20Report.pdf</a>

		reduction? (i.e. smoking cessation) <i>journal entry</i>	
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Goal/Objective	initial	Planned Experience	Comments/Alternative Experience
<i>CD40. Refer patients/clients to appropriate community services for general health and nutrition needs and to other primary care providers as appropriate.</i>			
Participates in agency's role in community partnerships.		<ul style="list-style-type: none"> <li>identify related agencies appropriate for referral (ie. American Heart Association) <i>journal entry</i></li> <li>identify community boards, committees, task forces, coalitions and partnerships relevant to this agency - attend meetings if possible</li> <li>visit related agencies if possible - <i>journal entry</i></li> </ul>	
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<i>CD19. Perform marketing functions</i>			
Develop promotional materials for target population		<ul style="list-style-type: none"> <li>discuss program marketing needs with preceptor</li> <li>develop or update brochure or other promotional materials as needed</li> <li>add to portfolio</li> </ul>	
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<i>FS6. Manage the integration of financial, human, physical and material resources.</i>			
Demonstrates ability to apply resource management, including grant application, identifying funding sources and reading fiscal reports.		<ul style="list-style-type: none"> <li>list actual and potential funding sources for agency programming – <i>journal entry</i></li> <li>review agency budget for nutrition related services – <i>journal entry</i></li> <li>assist with grant writing application or review existing applications as available.</li> </ul>	
Utilizes management principles for effective community assessment, program planning, implementation and evaluation and applies them to community based public health nutrition programs.		<ul style="list-style-type: none"> <li>observe strategic planning if possible – <i>journal entry</i></li> <li>identify criteria for implementing Quality Assurance plan for local agency or review existing plan – <i>journal entry</i></li> <li>participate in conducting a community needs assessment, including socioeconomic data or review needs assessment if available – <i>journal entry</i></li> </ul>	
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Please comment on overall experience

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Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Post rotation checklist:**

- \_\_\_\_\_ Goals and objectives signed by preceptor and intern to be mailed or faxed to director
- \_\_\_\_\_ Post rotation evaluation form completed by preceptor, signed by intern, to be mailed or faxed to director
- \_\_\_\_\_ Submission of journal entries to director via mail or electronically
- \_\_\_\_\_ Evaluation of distance internship program by preceptor (under resources, preceptor web page)
- \_\_\_\_\_ Complete intern feedback form and submit electronically. (under course documents, evaluations folder)