



Georgia Department of Public
Health

Community Rotation Curriculum

WIC Dietetic Internship Program



Georgia Department of Public Health WIC Dietetic Internship Program Community Rotation Curriculum

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Planned Activity: Community Needs Assessment

Competencies: CRD 1.1, CRD 1.2, CRD 1.3, CRD 1.4, CRD 1.5, CRD 2.1, CRD 2.2, CRD 2.5, CRD 2.8, CRD 2.11, CRD 3.1 (a-e), CRD 3.3, CRD 4.4, CRD 4.5, CC 5.1, CC 5.2

Learning Objective:

1. The intern will be able to work effectively in a group to complete a comprehensive needs assessment for a target community.

Resources:

1. North Carolina Community Assessment Guidebook
<https://hschs.state.nc.us/schs/data/databook/2002/GuideBook2002.pdf>
2. thecommunityguide.org/about/index.html
3. The Community Tool Box ctb.ku.edu
4. <http://fnic.nal.usda.gov/surveys-reports-and-research/food-and-nutrition-surveys>

Intern Directions:

1. Attend Community Needs Assessment training and practice sessions.
2. Using the Community Needs Assessment project guidelines complete a community needs assessment.
3. Using information from your assessment, complete the community intervention sheet.
4. Submit electronically to Dietetic Internship Program Director for grading. Complete peer evaluation form (only for projects completed in groups of two or more). Submit electronically to Dietetic Internship Program Director.
5. Prepare presentation to be conducted via webinar; send to Dietetic Internship Program Director for review.
6. Work with Dietetic Internship Program Director to arrange webinar to present approved presentation of Community Needs Assessment process and findings.
7. Retain a copy of the Community Needs Assessment document and signed grading sheet for your files.

Preceptor Directions:

1. Dietetic Internship Program Director and Community Preceptor will grade.
2. At the completion of the rotation assign a score for this activity on the community rotation final evaluation form.



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Community Needs Assessment Terminology Worksheet

Briefly describe the four types of program evaluation

- Formative
- Process
- Impact
- Outcome

Briefly describe the standards of program evaluation

- Utility
- Feasibility
- Propriety
- Accuracy

Briefly describe the Socio-Ecological Framework and give an example of an intervention at each level.



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Community Needs Assessment Intervention Worksheet

Using information from your needs assessment, complete the following: (will take multiple pages)

Diagnosis (describe the problem in PES format)

Problem:

Etiology:

Signs/Symptoms:

Intervention

Proposal:

Intervention Goal:

Intervention Project Details:

Intervention Project Timeline:

Intervention Projected Budget:

Monitoring and Evaluation:

How will you evaluate your program using process evaluation?

Process Evaluations *Focuses on program implementation and operation:* How do you plan to build activities into your program to monitor the overall implementation? (Considerations in this evaluation process: How will you determine possible program strengths, weaknesses, and areas that need improvement?)

How will you evaluate your intervention using outcome evaluation?

Outcome Evaluations *Focuses on program success and accomplishments:* (Considerations in this evaluation process: How do you determine if you have met the goals of the intervention?)



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Community Needs Assessment Presentation Peer Evaluation Form

Please rate each member of the group based on the rubric below. Provide a **numeric score** based on the descriptions and use the blank area to describe each individual's role in the assignment.

E (Excellent) = 5-4 points Was timely in responding and assisted peers in conducting data analyses and developing presentation of data findings. Clearly eager to help whenever possible. Provided useful resources when appropriate. Work was always on time and of high quality. Clearly very prepared.	G (Good) = 4-3 points Was somewhat timely in responding, and sometimes attempted to assist peers in conducting data analyses and developing presentation of data findings. Sometimes provided useful resources. Work was a little behind schedule or was not of high quality. Seemed prepared.	D (Deficient) = 2-1 point Rarely showed up in the group area and did not seem willing or able to assist peers in conducting data analyses and developing presentation of data findings. Rarely provided useful resources. Did not complete work, or work was poor quality. Seemed unprepared.	A (Absent) = 0 points Did not participate.
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	SCORE (0 – 5 pts.)	Describe each group member's role in this assignment. Please use this space to write other comments as well
Your Name:		
Member Name:		
Member Name:		
Member Name:		
Member Name:		

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Planned Activity: Legislation and Advocacy

Competencies: CRD 4.3

Learning Objective:

1. The intern will be able to identify their legislators and take action on pertinent public policy issues related to dietetics.

Resources:

1. eatright.org - Academy of Nutrition and Dietetics
2. nwica.org/advocacy - National WIC Association
3. frac.org/ - Food Research and Action Center
4. eatrightgeorgia.org/ - Georgia Academy of Nutrition and Dietetics
5. acfb.org/advocacy - Atlanta Community Food Bank

Intern Directions:

1. Review the resource document “The Legislative Process – From Bill Introduction to Presidential Signature” in Coursesites.
2. With preceptor, identify an issue/bill pertinent to your work and/or interests and take action. Options include:
 - a. Access the Academy of Nutrition and Dietetics (AND) Public Policy website and access the Grassroots manager. Review the “Take Action” issue and determine your position on the issue, discuss with preceptor. Find the available action alert and take action by contacting your legislators via the take action tab (from your personal computer). **OR**
 - b. Access the National WIC Association website; go to Advocacy Central, review all of the links under “Quick Links”. Review the information and decide your position on the “Take Action” issue; discuss with preceptor. From your personal computer, take action via the take action tab. Discuss with preceptor and write a brief reflection. **OR**
 - c. Access information from another organization of your choice (with preceptor approval), review advocacy information and determine your position on a key issue, discuss with preceptor and take action from your personal computer.
3. Complete the Legislative Data Sheet and at the end of the rotation, submit it electronically to the Dietetic Internship Program Director.

Preceptor Directions:

1. With intern, identify an issue/bill pertinent to the work/interests of the intern.
2. Access and read information on the selected issue; discuss the issue and the positions of yourself and your intern on the issue; discuss what action the intern will take towards the issue.
3. Using the definition of performance standards on the community rotation final evaluation document, at the completion of the community rotation, assign a score for this activity on the community rotation final evaluation form.



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Legislation/Advocacy Data Sheet

Name: _____

Date: _____

1. List your national and state legislators – Senate and House.

2. State the organization supporting the “take action” topic you chose.

3. Briefly summarize the topic
 - a. Include your position and rationale for your position on the issue.

4. Describe the action that you took on this issue.

5. State and give an example of what knowledge, skill and/or ability you gained or enhanced from completing this activity.



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Planned Activity: Food Day - Cooking Matters at the Store Shopping Tours and Blog Writing

Competencies: CRD 1.3, CRD 2.2, CRD 2.3, CRD 2.5, CRD 2.8, CRD 2.9, CRD 2.11, CRD 2.13, CRD 3.2, CRD 3.3

Learning Objective:

1. The intern will be able to plan, conduct and evaluate a community health intervention.
2. The intern will be able to write effective nutrition communications for the public.

Resources:

1. nokidhungry.org/
2. cookingmatters.org/
3. foodday.org/
4. g-pan.org
5. foodday.org/food_day_priorities
6. Documents posted in Coursesites

Intern Directions:

1. Attend Cooking Matters/Food Day training and practice session at orientation.
2. Review all resources listed above. Meet with community preceptor to plan and implement the activity. (*Begin with the end in mind – how will you evaluate the tour?*)
3. Using blog style guide(s), write a blog (topics can be related to Food Day priorities or No Kid Hungry). Submit to DI Director no later than October 1, 2016. Make needed edits based on feedback and resubmit by deadline given. The blog will be graded by GPAN/Food Day staff using the blog writing evaluation performance standards.
4. Using the provided materials plan two tours to be completed by the end of the week of October 24, 2016. Note – tours must be scheduled with participating stores by September 30, 2016. Promote the Food Day/Cooking Matters shopping tour to target participants and media (using Food Day media guide as resource).
5. Complete the two required tours and briefly address each of the competencies in the Cooking Matters Report Guidelines. Submit to preceptor for review and discussion.
6. At the completion of the rotation, send electronically to Dietetic Internship Program Director the written report and a copy of the final blog submitted.

Preceptor Directions:

1. Attend Cooking Matters training and practice session at orientation.
2. Review all resources. Meet with the intern to plan and implement the activity.
3. Oversee the intern throughout the planning stages (contacting stores, recruiting participants, media promotion, etc.); **attend the tours to observe and evaluate the intern;** review written report and discuss with intern.
4. Using the definition of performance standards on the community rotation final evaluation document, at the completion of the community rotation, assign a score for this activity (shopping tours) on the community rotation final evaluation form. Record to blog score



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issued by Georgia Physical Activity Nutrition Coalition (GPAN)/Food Day staff on the community rotation final evaluation.

Cooking Matters at the Store Report Guidelines

CRD 2.3- Design, implement and evaluate presentations to a target audience

Describe how you tailored the tour to your target audience. Questions to consider:

1. Where did you host the tour? Was it close to your target population? How did you recruit participants for the tour? Based on initial feedback from participants, how did you design your tour to address the concerns of your participants? (For example, did you start the tour in the produce section and discuss ways to save money by shopping for fruits and vegetables in season or how to store fruits and vegetables after your purchase them if a participant had a concern about buying fresh fruits and vegetables.)

Post-tour evaluation: How will you evaluate? How did it go? What suggestions would you offer for what went well and what could be improved for the future?

CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings-

Describe how you engaged with your audience. Questions to consider:

1. Did you use facilitated dialogue to foster a learner centered environment throughout the tour? Did you ask questions about the participant's lives (If they have small children or teenagers and how that might affect where they spend most of their food dollars?)

Discuss how you developed a working relationship with your coworkers in order to complete a successful tour. Questions to consider:

2. How did you work within a team to complete tours? Did you ask a co-worker for assistance in participant recruitment? Did you develop flyers, newspaper ads or radio announcement for participant recruitments? Did you or a co-worker contact the grocery store manager to obtain his/her approval for the tour? (For example, my coworker, Anne, assisted in participant recruitment, Andrew talked to the grocery store manager and he agreed to host the tour in his store, I drafted a letter requesting that the grocery store donate \$10 gift cards for the tours and facilitated the CMATS tour).

If the intern worked with a team in presenting the tour, discuss how each contributed to a portion of the tour and the key skills that were covered. For example Ken discussed shopping for fruit and vegetables in season, Justin discussed the nutrition label and comparing unit prices, Laura discussed canned goods and frozen foods as alternatives to buying fresh vegetables when they are not in season, Lizzy discussed the \$10 challenge activity.

CRD 2.11 Demonstrate professional attributes within various organizational cultures.



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Interns should be able to describe what professional attributes they used to successfully complete a Cooking Matters at the Store Tour. Questions to consider:

1. How did you develop your relationship/maintain with grocery store managers? How did you develop a relationship with your preceptor? Your co-workers?

Several examples include describing the following: how did you schedule the tour? How did you overcome potential obstacles with a grocery store manager or participants? How did you develop or foster a relationship with grocery store managers? How did you overcome low participant recruitment, marketing/ advertising tour dates, developing professional relationships with co-workers? Any example of how the intern proactively developed solutions to issues.

2. Did you develop a relationship with any local media?

CRD 3.2 Demonstrate effective communication skills for clinical and customer services in a variety of formats.

Interns should be able to discuss how they've developed relationship with your participants. Questions to consider include: How did you communicate with your participants before each tour and during each tour? Did you promote your grocery store tour through flyers only? Did you talk to clients about participating in the tour? Did you send emails, text message or phone calls? Did you use any social media platforms? Did you contact local media? Once you started the tour what methods of communication did you use? Did you rely on the books and facilitator guide or did you use props like bringing along a MyPlate visual? Did you have participants choose their favorite frozen meal to discuss the nutrition labels? If you used these models, were they effective? What were some questions that participants asked? Did any of those questions spark a conversation amongst participants? If so, how did you respond?

CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management

It's important that interns be able to understand the key concepts and to enhance or modify the tour according to the needs of the participants. The messages that you discussed during your tour should be clear and the participant's surveys should reflect that.



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Planned Activity: Management and Budget Writing

Competencies: CRD 2.11, CRD 4.9, CRD 4.10, CRD 4.11

Learning Objective:

1. The intern will be able to locate funding sources and request funds to solve priority public health needs.
2. The intern will be able to identify and select appropriate interviewing, on-boarding, performance evaluation and progressive disciplinary measures.

Resources:

1. Nutrition Services Director
2. WIC Procedures Manual
3. whitehouse.gov/omb/circulars_default
4. wicnss.nal.usda.gov/ - Nutrition Services Standards

Intern Directions:

1. Discuss with preceptor and Nutrition Services Director (NSD) the processes related to human resources. Complete the Human Resources Data Sheet.
2. Discuss with preceptor and NSD the process for WIC funding from state to district to local levels. Review and discuss OMB Circular A-87. Complete the budget worksheet.
3. Identify and differentiate sub-budgets (001, 301, 643, 007, 009,443, 329 and others as applicable). Discuss indirect costs and cost allocations method used to charge central costs to WIC and other PH programs.
4. Using a variety of data sources write a quarterly budget to include staffing (with fringe), medical supplies, office supplies, and central costs for a clinic in your district. Submit to preceptor for discussion and grading.
5. Sit in on an interview, discuss with preceptor.
6. Research and write the steps to planning an effective meeting, discuss with preceptor.
7. Using the employee case study, complete and document the appropriate step in the disciplinary process. Sit with your preceptor (playing the role of the employee) and deliver the disciplinary action.
8. At the completion of the rotation submit all documentation and completed reflections brief form to Dietetic Internship Program Director.

Preceptor Directions:

1. Discuss with intern – OMB Circular, allocation method and funding from state to district to local, target caseload, staffing standards, current staffing (FTE's), sub-budgets, PARS, MIERS, indirect costs and cost allocation methods.
2. Play the role of employee and have intern complete disciplinary action based on the employee case study.
3. Using the definition of performance standards on the community rotation final evaluation document, at the completion of the community rotation, assign a score for this activity on the community rotation final evaluation form.

Human Resources Data Sheet

1. Describe the recruiting process at your organization from planning to hiring for the position (i.e. budget considerations, personnel action request, job posting, application review, interview, and request to hire).
2. Describe the interviewing process at your organization (i.e. how is the interview panel selected, how are questions selected, what information does the applicant get at the interview, etc.).
3. Describe the on-boarding process at your organization (i.e., how is the new hire oriented to organization policy and job specific responsibilities).
4. Describe the process for providing employee performance feedback and improvement as well as actions to motivate and retain employees.
5. What are the different leadership styles of managers do you observe in the organization?
6. Describe the process for conflict resolution at your organization.
7. Describe the disciplinary process at your organization (up to and including termination).
8. Does the organization meet all WIC staffing standards? How are employees scheduled to meet client needs?
9. What, if anything could be done to improve recruitment, selection, on-boarding, scheduling/productivity and retention of employees?



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Financial Management and Budget Data Sheet

Define the following

- Budget authorization
- Budget appropriation
- Block grant
- Continuing resolution
- Cost allocation
- Direct cost (give examples)
- Discretionary spending
- Entitlement Program (give examples)
- FFY
- Indirect cost (give examples)
- Fixed expense (give examples)
- Fringe rate
- SFY
- Variable expense (give examples)
- Budgets
 - 001
 - 301
 - 007
 - 009
 - 329
 - 443



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Planned Activity: PH Program – Environmental Health

Competencies: CRD 1.3, CRD 2.8, CRD 2.11, CRD 4.2, CC 5.1

Learning Objective:

1. The intern will be able discuss the process of Public Health Environmental Health (EH) sanitation inspection and identify collaborative opportunities with EH and Nutrition Services.

Resources:

1. dph.georgia.gov/environmental-health

Intern Directions:

1. Access the program website and review all of the services provided. Click the Food Service link and thoroughly review all materials.
2. With your preceptor schedule an appointment to meet with the EH Specialist at your health department or district office to attend and observe a restaurant sanitation inspection. At the convenience of the EH Specialist discuss the Georgia Food Code and the complete inspection process and how EH and Nutrition Services do/can work together in Public Health. Discuss how EH services are funded.
3. Write a brief reflection of the of the inspection observation activity (your thoughts, what you learned, what role an RD might play in EH services, how EH services are funded etc.) and submit to preceptor for review and discussion.
4. At the completion of the community rotation submit electronically to the Dietetic Internship Program Director your written reflection brief.

Preceptor Directions:

1. Assist the intern with scheduling the EH inspection appointment and attend the inspection with the intern if possible.
2. Discuss activity and reflection brief with the intern and provide thoughts and feedback on the materials in the activity and the completeness of the written reflection briefs.
3. Using the definition of performance standards rubric on the community rotation final evaluation document, at the completion of the community rotation, assign a score for this activity on the community rotation final evaluation form.



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Planned Activity: Public Health Programs Children's First and Babies Can't Wait

Competencies: CRD 2.5, CRD 2.7, CRD 2.8, CRD 2.10, CRD 2.11, CRD 4.6, CRD 4.11, CC 5.1

Learning Objective:

1. The intern will be able to identify collaborative opportunities within public health programs for the RD, specifically the intern will be able to identify and address client needs through referrals to PH programs and how/when nutrition services could/should be provided to BCW program participants.

Resources:

1. dph.georgia.gov/children-first
2. dph.georgia.gov/Babies-Cant-Wait
3. pshpgeorgia.com/files/2008/11/Health-Check-Services-28-12-2011-151104.pdf

Intern Directions:

1. Access your district website and view information on Babies Can't Wait and Children's First Programs. Access the Children First and BCW pages on the DPH website; review information on program and services.
2. Obtain information on the number of referrals from WIC locations to Children's First Program throughout your health district (if this information is unknown do an informal survey of WIC CPA's to assess their knowledge of and referrals to C1st). Determine if WIC CPA's need education on referrals to C1st (explaining the program benefit to parents, accessing the referral form, routing the referral form, etc.) and with your preceptor plan a brief intervention to address this need. Review and assess your own referral rate to C1st; make new referrals as appropriate. Discuss with your preceptor what changes you will make r/t C1st referrals in your practice.
3. Research and list the process for completing and billing for C1st assessments done by licensed dietitians working in Georgia Department of Public Health as well as billing codes used.
4. Select two WIC clients who were referred to Children's First services and placed on the Babies Can't Wait Program in the last year and identify a nutrition diagnosis, intervention, goal and plan for monitoring. Submit to preceptor for review and discussion.
5. Contact the lead person for Babies Can't Wait in your district to schedule a meeting in person or distance medium. Prior to the meeting, work with your preceptor to develop and agenda and/or interview questions relating to nutrition services in the BCW program, i.e., are BCW participants screened for nutrition referrals (if not, plan to present a referral tool and if so, obtain the referral tool), what is the process for getting nutrition services for BCW clients, how do BCW nutrition services providers get paid, etc.).
6. Complete the reflections brief; submit to preceptor for review and discussion. At the completion of the community rotation submit electronically to the Dietetic Internship Program Director your written reflection brief, interview questions, C1st referral data and written intervention.



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Preceptor Directions:

1. Assist the intern with scheduling the BCW contact appointment and attend with the intern if possible.
2. Assist the intern in preparation and implementation of education interventions needed to increase referrals to C1st.
3. Discuss activity and reflection brief with the intern and provide thoughts and feedback on the materials in the activity and the completeness of the written reflection briefs.
4. Using the definition of performance standards rubric on the community rotation final evaluation document, at the completion of the community rotation, assign a score for this activity on the community rotation final evaluation form.



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Planned Activity: PH Programs Chronic Disease

Competencies: CRD 2.5, CRD 2.8, CRD 2.11, CC 5.1

Learning Objective:

1. The intern will be able to identify and implement collaborative opportunities with other public health programs.

Resources:

1. dph.georgia.gov/chronic-disease-prevention

Intern Directions:

1. Review the DPH Chronic Disease Prevention Program website. Review the Chronic Disease Prevention website for your district. What Chronic Disease Prevention Programs are provided through DPH in Georgia? In your district?
2. Identify the program coordinator for your district and make an appointment for a meeting. At the meeting you will present brief information about WIC and ask questions of the program director about current and on-going initiatives in chronic disease prevention. Ahead of the meeting, script your interview questions and review with preceptor (obtain preceptor approval) before the meeting.
3. Identify opportunities for nutrition/WIC to partner with chronic disease towards the mission of DPH. Discuss with your preceptor and make plans for implementation of at least one opportunity. Turn in your written implementation plan to your preceptor for review and discussion. (Include how opportunities would be funded, or ideas for funding).
4. At the completion of the rotation submit the written implementation plan to the Dietetic Internship Program Director.

Preceptor Directions:

1. Assist the intern with scheduling the chronic disease contact appointment and attend with the intern if possible.
2. Review and approve scripted interview questions for the meeting with chronic disease representative.
3. Discuss intern identification of collaborative opportunities. Review and provide feedback on written implementation plan for at least one identified collaborative opportunity.
4. Using the definition of performance standards rubric on the community rotation final evaluation document, at the completion of the community rotation, assign a score for this activity on the community rotation final evaluation form.



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Planned Activity: Food Pantry

Competencies: CRD 2.5, CRD 2.7, CRD 2.8, CRD 2.9, CRD 2.11, CRD 5.1

Learning Objective:

1. The intern will be able to identify and refer to community food resources.
2. The intern will be able to identify opportunities for collaboration with community food organizations.

Resources:

1. georgiafoodbankassociation.org/
2. foodpantries.org/st/georgia

Intern Directions:

1. Attend food banking conference call.
2. Research and obtain information for your county on poverty and number of food insecure households. Visit at least one pantry in your county and volunteer if possible (not more than eight (8) hours).
3. Research and make a contact list or update an existing contact list for your county. Find out the following:
 - a. When each food pantry is open and the requirements for service (i.e. participation education, income, referral, etc.)
 - b. What items the pantry provides (food, personal hygiene, baby products, etc.)
 - c. How the food pantry gets items (grants, organizational donations, individual donations, a community food bank, etc.)
 - d. Does your WIC program make referrals to any or all of these food pantries?
 - e. Identify opportunities to initiate or improve the referral process and take action to begin or improve referrals to food pantries from the WIC program in your county.
4. Identify and list food pantries that are not connected to a community food bank. Identify why these pantries are not connected and if/how they can be connected to a regional community food bank. Make connection referrals to community food banks if possible.
5. Identify at least one grant writing opportunity to obtain needed funds for an existing food pantry. If possible write or assist with grant writing. (Example – funding for additional storage space, cold storage, transportation, etc.).
6. Complete a reflection brief for this activity.
7. At the completion of the rotation submit the contact list and completed reflection brief to the Dietetic Internship Director.

Preceptor Directions:

1. Attend food banking conference call.
2. Assist the intern with identification of food pantry to visit. Attend the visit with the intern.
3. Review and discuss intern list (step 3 a-e and step 4).
4. Assist the intern with action steps to improve/initiate referrals to county food pantries (i.e. approve the plan, coordinate communications with NSD, nurse manager, nutritionists, etc.).
5. Review and discuss intern identification and referral of a food pantry to a community food bank.

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6. Review and discuss intern identification of food pantry grant writing opportunity and approve as needed (*intern does have to do a grant and can choose this opportunity, another opportunity or multiple opportunities at preceptor discretion*).
7. Using the definition of performance standards rubric on the community rotation final evaluation document, at the completion of the community rotation, assign a score for this activity on the community rotation final evaluation form.



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Planned Activity: Reimbursement for Nutrition Therapy in Public Health

Competencies: CRD 1.3, CRD 2.1, CRD 2.2, CRD 2.8, CRD 2.11, CRD 3.3, CRD 4.5, CRD 4.11

Learning Objective:

1. The intern will be able to identify and plan for reimbursement opportunities for the provision of nutrition services in public health.

Resources:

1. southcentralhealth.info/images/BIBS_Rates_8.29.11.pdf
2. caiglobal.org/caistage/images/pdfs/stdrhpttac/GA%20DPH%20Billing%20Resource%20Manual.pdf
3. pshpgeorgia.com/files/2008/11/Health-Check-Services-28-12-2011-151104.pdf
4. amerigroup.com/
5. pshpgeorgia.com/
6. wellcare.com/
7. georgia.gov/medicaid
8. dch.georgia.gov/peachcare-kids
9. healthiergeneration.org/take_action/healthcare/

Intern Directions:

1. Using the MNT ADIME sheet and appropriate sources, write a proposal to address the need and solution identified through the assessment process you have completed.
2. Deliver the proposal to the NSD/other leadership in a presentation format (pitch your idea).
3. At the completion of the rotation submit to Dietetic Internship Program Director electronically the completed MNT ADIME/proposal.

Preceptor Directions:

1. Assist intern with research by identifying resource materials and persons and provide feedback on proposal draft(s).
2. Provide feedback on intern performance in pitching their idea in a presentation format.
3. Using the definition of performance standards rubric on the community rotation final evaluation document, at the completion of the community rotation, assign a score for this activity on the community rotation final evaluation form.



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Assessment

1. With your preceptor, use data from WIC (*GWIS, M&M or other*) or Women's Health (*M&M or other*) to identify conditions among clients seen in these programs that could benefit from MNT intervention. (*Examples – lactation issues, low hemoglobin, underweight, overweight, failure to thrive, diabetes, gestational diabetes, cancer, or other nutrition related medical conditions*).
2. Review sources such as chronicdiseaseimpact.com/ dph.georgia.gov/chronic-disease-epidemiology AND OTHERS and discuss the impact these nutrition treatable conditions have on the community in terms of health care costs, economic loss, morbidity and mortality. (*Hint: consider mortality and morbidity burden of the issue, economic burden of the issue in terms of health care costs to treat disease/illness, loss of productivity, school absenteeism, etc.*).
3. Conduct a brief literature review and determine root causes of these conditions and evidence that MNT is a viable solution. Give and cite data from reputable resource.
4. What agencies/programs are currently addressing this issue for your county and what interventions are currently in place (national, state, and local)? What gaps are there?

Diagnosis (describe the problem in PES format)

Problem:

Etiology:

Signs/Symptoms:

Intervention

1. Determine your target population(s) for MNT Program intervention (you could decide to target only infants/children or only adults or both depending on the need in your area. You could decide to target internal customers (referrals from PH programs) or outside customers (referrals from community health providers) or both.
2. What services do you plan to offer? (Hint: match to identified target audience. If your only target audience is infants and children birth to five, don't include worksite wellness nutrition services in your plan). Describe your target market and how you will access them and how they will access your services.

Community Rotation Curriculum

3. What payers reimburse for these services? What billing codes will you use for each service? Define your pricing structure and any discounts that you plan to offer.
 - a. Research and list the process (*credentialing, codes to use, and setting up the computer system, personnel that handle billing for your facility*) for billing for nutrition services with payers identified. (BCW, Medicare, Medicaid DSPS, Medicaid CMO, etc.)
 - b. Research and define how a WIC RD could provide and bill for nutrition services.
4. Write an annual budget for the estimated costs to administer the MNT program to include salary and fringe cost of RD and support staff, office supplies, cost allocation, marketing and other costs anticipated.
5. Sustainability
 - a. Looking at your target audience, estimate the number of total clients you will serve and bill monthly/quarterly/or annually? Using the expected payer source, how much reimbursement do you expect to collect monthly/quarterly/or annually?
 - b. Barriers to access – what barriers might prevent your target from accessing services? What is your plan to address this?
 - c. How will you get customers for your services (direct marketing or marketing to providers/programs for referrals)? Summarize marketing plan.
6. Regulations/Requirements
 - a. What regulatory requirements do you need to consider (credentialing required by insurance and CMOs, licensure, registration, services provided in conjunction with other medical services, NPI, etc.)? How will you address compliance to each of these?

Monitoring and Evaluation:

http://www.cdc.gov/dhdsp/programs/nhdsp_program/evaluation_guides/docs/evaluation_plan.pdf

How will you evaluate your program using process evaluation?

How will you evaluate your intervention using outcome evaluation?



Community Rotation Curriculum

Planned Activity: Proposal/Grant Writing/Funding Request

Note – the online Proposal Writing Short Course must be completed by August 12, 2015 in preparation for Grant Writing training and practice session to be held August 17, 2015

(PLAN AHEAD and consider linking this to Shopping Matters for the \$10 challenge or obtain funding to support your health screening/health fair activity).

Competencies: CRD 1.3, CRD 2.2, CRD 2.5, CRD 2.8, CRD 2.11, CRD 2.13, CRD 4.5, CRD 4.10, CRD 5.1, CRD 5.2

Learning Objective:

1. The intern will be able to request funding to solve priority public health needs.

Resources: (REVIEW ALL RESOURCES)

1. enr.ncsu.edu/ora/preaward/documents/GrantWritingMadeEasy.pdf
2. advocatesforyouth.org/statetppmanual/1101?task=view
3. grantgopher.com
4. learnerassociates.net/proposal/
5. foodplay.com/live-shows/foodplay/funding/
6. foundation.walmart.com/
7. healthinschools.org/News-Room/Grant-Alerts.aspx?r=t
8. foodlion.com/CommunityOutreach/SponsorshipAndDonationRequests/EligibilityRequirements
9. healthykidschallenge.com/evidence-based-solutions-help-grant-applications-implementation

Intern Directions:

1. Attend Grant Writing training and practice session at orientation and with your preceptor, identify a need and solution in your county/district WIC program; research and locate a funding opportunity that aligns with this need and solution; write a request to fund the project.
 - a. The request should explicitly follow RFP guidelines from the funder. Submit the request to the funder.
 - b. If the guidelines from the funder are minimal the guidelines given in the Proposal Writing Short Course should be used for the graded assignment.
2. At the completion of the community rotation, submit electronically to the Dietetic Internship Program Director the funding proposal, grading rubric and completed reflections brief.

Preceptor Directions:

1. Assist the intern with identifying a need/solution and appropriate funding source.
2. Review the written proposal and score using the Funding Proposal Grading Guidelines score sheet.
3. At the completion of the community rotation record the score for this activity on the community rotation final evaluation.

Funding Proposal Grading Guidelines

Element	Total Points	Criteria	Points Earned
Executive Summary 1 page	15 points	<ul style="list-style-type: none"> Concisely summarizes the main components of the proposal 	
Statement of Need 2 pages	30 points	<ul style="list-style-type: none"> Clearly establishes a compelling problem or need Documents need with statistics and existing literature evidence 	
Project Description 3 pages	30 points	<ul style="list-style-type: none"> Planned project clearly addresses stated needs; contains thorough and realistic tasks and timelines Provides details on how success of the project will be measured Provides details on how the project will be sustained 	
Budget 1 page	10 points	<ul style="list-style-type: none"> Provides detailed and realistic budget Includes matching, cost sharing and in-kind contributions 	
Organization Information 1 page	10 points	<ul style="list-style-type: none"> Provides clear indication of requesting organizations history, expertise and qualifications to address the stated need 	
Conclusion ½ page	5 points	<ul style="list-style-type: none"> Clearly summarizes the main points of the proposal 	

4 = 96-100 3.5 = 86-95 3.0 = 75-85 2.0 = 74 or less Passing score is 3 or more

Total Points Earned _____/100 Number Grade _____

Intern Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____

Comments:



Community Rotation Curriculum

Planned Activity: Professional Presentation - CHOA

Competencies: CRD 2.1, CRD 2.2, CRD 2.3, CRD 2.5, CRD 2.8, CRD 2.11, CRD 3.2

Learning Objective:

1. The intern will be able to work effectively in a group to produce an effective presentation to a professional RD target audience.

Resources:

1. *(Hint: contact state WIC staff for relevant changes to include and CHOA staff for specific questions/areas of need).*
2. wic.ga.gov

Intern Directions:

1. Working in an assigned group, prepare one cohesive presentation for a target audience of RD's at CHOA on WIC Program changes and updates.
2. Guidelines – 45 minutes total (presentation time and Q&A time), proper use of DPH and WIC logos, presentation must be reviewed by preceptor and internship director prior to the first day of the CHOA practicum.
3. During the last day of the practicum at the assigned time make the presentation as a group. Note – group speaking roles should be decided well ahead of presentation time.
4. Provide audience members an evaluation form which should be completed and collected at the end of the presentation.
5. Each intern is to complete and submit to Dietetic Internship Program Director a Peer Evaluation Form.
6. One group member is to provide the Dietetic Internship Program Director with copies of all audience evaluations and the presentation final.

Preceptor Directions:

1. Dietetic Internship Program Director will assign grade.
2. At the completion of the community rotation, record the score for this activity on the community rotation final evaluation form.



Community Rotation Curriculum

CHOA PRESENTATION EVALUATION FORM

This form is used by the intern to self-reflect after a presentation and may also be useful in helping the intern to prepare for presentations. The intern will self-evaluate on each component. The comments section will be used to write specific plans to address a score of 3 or less.

5	Excellent	Demonstrates complete skill and ability in this area	
4	Good	Demonstrates considerable skill and ability in this area	
3	Adequate	Demonstrates partial skill and ability in this area	
2	Poor	Demonstrates little skill and ability in this area	
1	Unacceptable	Demonstrates no skill or ability in this area/task not completed	
COMPONENTS OF AN EFFECTIVE PRESENTATION		SCORE	COMMENTS
PREPARATIONS <ul style="list-style-type: none"> Identifies learner needs Defines goal(s) and objective(s) Logistics: Room set-up, sign-in list, arrange for AV equipment, etc. 			
CONTENT <ul style="list-style-type: none"> Gives introduction Sequences presentation, logically-states purpose of presentation and uses good transition between sub-topics Gives accurate information Uses appropriate level of information and materials Provides opportunity for questions Reviews key points as conclusions 			
COMMUNICATION <ul style="list-style-type: none"> Speak clearly and distinctly with proper grammar and with enthusiasm Maintains eye contact Discerns audience receptivity and adjusts appropriately Portrays confidence, sincerity and enthusiasm Uses audio visual aids appropriately to help strengthen/enhance the message of the presentation Skills spontaneous and not mechanical Covers information within the time frame 			
EVALUATION <ul style="list-style-type: none"> Evaluates effectiveness of presentation 			
TOTAL SCORE		__/20	

DI Director Signature: _____

Date: _____



Community Rotation Curriculum

CHOA Presentation Peer Evaluation Form

Please rate each member of the group based on the rubric below. Provide a **numeric score** based on the descriptions and use the blank area to describe each individual's role in the assignment.

<p>E (Excellent) = 5-4 points Was timely in responding and assisted peers in conducting data analyses and developing presentation of data findings. Clearly eager to help whenever possible. Provided useful resources when appropriate. Work was always on time and of high quality. Clearly very prepared.</p>	<p>G (Good) = 4-3 points Was somewhat timely in responding, and sometimes attempted to assist peers in conducting data analyses and developing presentation of data findings. Sometimes provided useful resources. Work was a little behind schedule or was not of high quality. Seemed prepared.</p>	<p>D (Deficient) = 2-1 point Rarely showed up in the group area and did not seem willing or able to assist peers in conducting data analyses and developing presentation of data findings. Rarely provided useful resources. Did not complete work, or work was poor quality. Seemed unprepared.</p>	<p>A (Absent) = 0 points Did not participate.</p>
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	SCORE (0 – 5 pts.)	Describe each group member's role in this assignment. Please use this space to write other comments as well
Your Name:		
Member Name:		
Member Name:		
Member Name:		
Member Name:		



Dietetic Internship Community Rotation Curriculum

Planned Activity: Children's Healthcare of Atlanta Pediatric Practicum

Competencies: CRD 2.1, CRD 2.5, CRD 2.10, CRD 2.11

Learning Objective:

1. The intern will be able to work effectively with healthcare partners in the nutrition care of high risk pediatric WIC clients.
2. The intern will be able to access and use resource materials in the nutrition care of children with special health care needs.

Resources:

1. Nutrition and Diagnosis Related Care, 7th Edition Chapter 1 Normal Life Stages (pg. 19-43) and Chapter 3 Pediatrics: Birth Defects and Genetic Acquired Disorders.
2. Children with Special Health Care Needs Nutrition Care Handbook.

Intern Directions:

1. Complete the Practicum Pre Module. Review the CHOA Practicum Activity Description.
2. Attend the scheduled practicum and participate in Nutrition Screening, Special Formula Preparation, Neonatal Nutrition, and Nutrition for Special Needs, Calorie Counts, and Rounds with RD's in NICU, PICU, GI, and Rehab units, Rounds with Lactation Consultants.
3. Complete all case questions and written assignments as assigned.
4. Complete the reflections brief form; submit to Dietetic Internship Program Director along with completed pre-module, and assignments completed during the practicum.

Preceptor Directions:

1. CHOA Practicum Leader will score using the grading scale indicated on the CHOA Practicum Description.
2. At the completion of the community rotation, record the score for this activity on the community rotation final evaluation form.



Dietetic Internship Community Rotation Curriculum CHOA Practicum Description

Location: Children's Healthcare of Atlanta Medical Center 1001 Johnson Ferry Rd NE, Atlanta, GA 30342

Before the practicum:

1. Complete Clinical Pediatric Nutrition Module.
2. Send completed 40 question test to Program Director.
3. Complete the Pediatric Study Guide.

Length of practicum: 3 days (24 hours) **Standard hours:** TBD by practicum leader

Expectations:

1. Interns will arrive on time and will be ready to 8:30 am each day.
2. Interns will put cell phones on silent and will not text or make calls during the practicum sessions unless the need is emergent.
3. Interns will be active and participative in orientation sessions.
4. Interns will dress appropriately according to guidelines given prior to the practicum.
5. Interns will abide by all internship policies (see handbook on attendance and professional behavior).

Activities:

Interns will prepare for and attend an intensive 3 day overview and practice covering topics:
Infant/Neonatal Nutrition: all infant formulas, estimating needs of the preterm and term infants; discharge goals of infants/NICU grads, specific specialized formulas commonly used for discharge; why a patient would need RTF vs. powder/concentrate; infant feeding progression/introduction of solids.

Normal Nutrition: discussion on normal child's estimated needs; discussion on using BMI to dx overweight/obesity and what their role is in the treatment (enc. Increased activity, decreased sedentary activity, setting 1-2 specific goals i.e. no juice/soda, increased fruit and veggie, lower fat milk); calculations for estimating needs with handouts of equations; what do to when the "normal" client isn't so nutritionally "normal"; examples of developmental stages for feeding progression with serving sizes, schedules, etc.



Dietetic Internship Community Rotation Curriculum

Nutrition Considerations with the Special Needs Baby: tube feed challenges, vent/immune-compromised babies, children with lower calorie needs and when they need an MVI, home health issues, special populations (CF, Diabetes, and food allergies.).

Nutrition Considerations for the nursing mom/baby: issues with breast milk + formula, specifics of fortifying breast milk, baby taking solids plus nursing, trouble-shooting issues with mom, when to supplement; touching on the protective factors that breast feeding has (i.e. preventing obesity for child, decreased allergies, etc.) and empowering them to encourage nursing with the moms that they see; when to refer out to a lactation consultant in the community and how to find one.

Nutrition Support Past Infancy: discussion on all pediatric formulas and why/what children need them past 1 yr. of age; types of formulas that they may see (Ketocal, Enfaport, Elecare, Pediasure/Nutren, etc.), process of getting formulas, importance of providing for enough formula until next appointment, formula calculations followed by practice time with these calculations and comparing to estimated needs.

On the last half day of the practicum, interns will deliver a prepared presentation highlighting updates related to the WIC program and food package.

Resources needed for rotation:

1. Calculator and materials for note taking.

Competencies:

1. CRD 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics.
2. CRD 2.3: Design, implement, and evaluate presentations to a target audience.
3. CRD 2.5: Demonstrate active participation, teamwork, and contributions in group settings.
4. CRD 2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.
5. CRD 2.11: Demonstrate professional attributes within various organizational cultures.



PEDIATRICS- MONITORING GROWTH / STANDARDS

What is the Rate of Growth during?

- Infancy (birth - 1yr)
- Preschool (2 - 6 years)
- Middle childhood (7-10 years)
- Adolescence (11- 18 years)

Measuring Growth: Indicate through what age the following measurements need to be done and when appropriate, state units or measurements and/or equipment used.

- Weight
- Length
- Height
- Head circumference
- BMI

Answer the following questions:

http://www.cdc.gov/nchs/about/major/nhanes/growthcharts/clinical_charts.htm

- What is the function of the NCHS growth charts, and what do the percentiles represent?
- Of weight for age or length for age, which is an indicator of chronic under nutrition and which is an indicator of acute under nutrition? Explain.
- What is catch-up growth? What is the formula used to calculate catch-up weight gain needs?
- How do you calculate a premature infant's corrected gestational age (CGA), and until what age do you correct for it?
- How do you calculate ideal body weight for infants and children?



Dietetic Internship Community Rotation Curriculum

Plot the following heights and weights on growth charts and specify the percentile they fall into. Then calculate nutritional needs.

- a. 3 year old, male with Cerebral Palsy, ht – 95 cm, wt – 11.8 kg
- b. 3 mos., premature, 20.5 months, ht-75 cm, wt-8.7 kg. Also, plot adjusted ht and wt. Calculate the amount of formula needs per day and indicated recommended formula.
- c. 11 year old female with Spina bifida, ht – 150 cm, wt-59.4 kg. Also, give her ideal weight in kg and % of idea weight.
- d. 16 mo. old failure to thrive female, which was 1 month premature. Ht – 71 cm, wt – 7.9 kg. Also, plot her height age, weight age, adjusted ht and wt and percentiles for ht for age, wt for age, and wt/ht.

e.

Complete the table with RDA's for calories and protein for the following age groups:

Age Group	RDA - Kcal kg/day	RDA - Protein gm/kg/day
0-6 months		
6-12 months		
1-3 years		
4 -6 years		
7-10 years		

Abbreviations:

- BPD
- CF
- DD
- DOB
- EGA
- FOC



Dietetic Internship Community Rotation Curriculum

- SGA
- VSD

Formula Worksheet

Complete Table B below by placing the products listed in Table A into the appropriate box(s) in Table B.

TABLE A

Ross	Mead Johnson	Nestle
Similac Similac 24 Isomil Similac Neosure Similac PM 60/40 Pedialyte Elecare Pediasure Alimentum RCF Similac SC Similac Sensitive Vital Junior	Enfamil Enfamil 24 Prosobee Lactofree Pregestimil Portagen Nutramigen	Carnation Follow-Up Peptamen Jr. Nutren Jr. Carnation Instant Breakfast Vivonex Pediatric Resource Kids Boost Essential

Table B		
Appropriate for Normal Nutrition Needs Infants/Children	Lactose Free Formulas	Formulas Nutrition Needs of for Premature Infants
Designed for abnormal GI tract function	Failure to Thrive	Fat Malabsorption



--	--	--

List two (2) reasons why cow milk should not be given to infants under 12 months of age.

- 1.
- 2.

State two (2) vitamins cow milk is a poor source of.

- 1.
- 2.

Common Nutrition/Feeding Problems: Briefly define and state a solution for each problem.

- Milk allergy
- Food allergy
- Constipation
- Acute diarrhea
- Gastro esophageal reflux
- Food refusal



- Cleft lip/palate

- Swallowing feeding deficit

DEFINE THE FOLLOWING:

Gavage feeds –

Nissan Fundoplication -

FEEDING TODDLER AND PRESCHOOL CHILD

List four (4) common foods, which can cause choking in infants and toddlers.

- | | |
|----|----|
| 1. | 3. |
| 2. | 4. |

CHILDHOOD DISORDERS

For each inborn errors of metabolism or disorder, state the nutrient that is restricted and state which formula/medical foods would be appropriate for infant diet therapy.

- Phenylketonuria (PKU)

- Maple Syrup Urine Disorder (MSUD)

- Hirschprung's

- Inborn Errors of Metabolism

- Spina Bifida

ENTERAL NUTRITION

List three (3) indications for enteral nutrition in pediatric patients.

- 1.
- 2.
- 3.

For each category give one example of a pediatric enteral formula for children over 1 year of age.

- Lactose free -
- Peptide based -
- Elemental free amino acid -

Explain why full-strength adult formulas may not be suitable for pediatric patients.

If only an adult formula is available, state how it could be prepared for a pediatric patient and why?

“Feeding-disorder” in pediatric population is a unique problem associated with tube-feedings or TPN. Explain the reason for the disorder and what strategies should be taken to prevent the problem. List other professionals who should be involved to help the patient.

PARENTERAL NUTRITION

List three (3) indications for parenteral nutrition in pediatric patients.

- 1.
- 2.
- 3.

List two (2) complications of pediatric parenteral nutrition and the causes.

- 1.
- 2.

State why fat should be included in pediatric parenteral nutrition regimen.

Even when fat is contraindicated in a pediatric patient’s medical therapy, what is the minimum amount of fat that should be provided?

List two (2) clinical signs of linoleic acid deficiency.

- 1.
- 2.

State the maintenance requirements for fluids based on weight:

- 1 - 10 kg
- 11 - 20 kg
- > 20 kg

Parenteral Requirements	Protein g/kg	Fat g/kg
Infants		
Older children		

Medications- For each group give the nutritional implications, indications and contraindications for use. Listed are common drugs. Add to this list as you encounter additional medications.

Periactin –
Golytely -



CHOA Practicum Evaluation

Definition of Performance Standards

4 = Intern was on time to all sessions, displayed professional behavior, positive and enthusiastic attitude, highly engaged throughout the practicum and led and contributed substantively to group discussions with insightful questions and comments while respecting thoughts and opinions of others.

3.5= Intern was on time to all sessions, displayed professional behavior, positive and enthusiastic attitude, highly engaged throughout the practicum, contributed to group discussion with insightful questions while respecting thoughts and opinions of others.

3 = Intern was on time to all sessions, displayed professional behavior and a positive attitude, remained engaged throughout the practicum and participated fully with thoughtful questions and insightful comments.

2 = Intern was on time to most sessions, displayed professional behavior, did not display a negative attitude; was engaged throughout most of the practicum and partially participated with some thoughtful questions and insightful comments.

1 = Intern was tardy to most or all sessions; displayed unprofessional behavior and/or negative attitude; was engaged minimally or not at all during the practicum and participated minimally or not at all; questions and comments were not thoughtful and did not add to the learning experience.

Intern Name	Practicum Dates	Score	Comments

Practicum Leader signature: _____ Date _____



Community Rotation Curriculum

Planned Activity: Nutrition Care Process and Motivational Interviewing

Competencies: CRD 2.1, CRD 2.4, CRD 2.6, CRD 2.7, CRD 2.11, CRD 2.13, CRD 3.1 a-e, CRD 3.2

Learning Objective:

1. The intern will be able to apply the nutrition care process motivational interviewing techniques to nutrition counseling and education process.

Resources:

1. Motivational Interviewing Module.
2. eatrightpro.org/resources/practice/nutrition-care-process
3. ADA Pocket Guide to Nutrition Assessment, 2nd Edition.
4. Food Medication Interaction Handbook, 17th Edition.
5. Nutrition and Diagnosis Related Care, 7th Edition.
6. Nutrition Therapy & Pathophysiology, 2nd Edition by Nelms, et al (Chapters 2, 3, 4, and 6).

Intern Directions:

1. Complete didactic assignment Motivational Interviewing Module.
2. Access mollykellogg.com/counseling-tips/ ; review these tips and on discussion board write about three tips that you plan to use, how you will use them and why you chose those tips.
3. With preceptor observing, complete the required client assessment, counseling, and education sessions. Preceptor should observe at least 2 satisfactory sessions but may observe more as needed to obtain 2 satisfactory sessions. A variety of client types should be selected (infant, child, BF, PN, etc.). The sessions will be evaluated using the Interviewing and Counseling Evaluation Form and the care plan notes will be evaluated using the NCP Care Plan Rubric.
4. Using the Patient Assessment worksheet, document each client session via care plan notes (using ADIME format) by due dates listed in NCP module instructions and submit to Preceptor for grading. A total of ten (10) notes are required.
 - a. Note: Your assessment subjects will be obtained from your WIC certifications, re-certifications, high risk follow up, secondary education contacts etc. There should be NO IDENTIFYING information on the ADIME form which is submitted to me for review.
 - b. Although these assessments will come from the work that you do in your 16 hours assigned to your jobs, you will count practice hours for writing the assessment on the ADIME form and you will count practice hours for the time that you spend face to face with the client for only those clients observed by your preceptor. This activity should not interfere with your work day and the ADIME form should be completed on your own time. You will send your completed assessment using ADIME format and including PES statements by COB to your Preceptor and Rhonda.Tankersley@dph.ga.gov DUE DATES: September 11th and 25th, October 9th and 30th, November 6th and 27st, December 11th and 28th, 2016 and January 8th and 15th 2017.
5. At the completion of the rotation submit electronically to Dietetic Internship Program Director, NCP module, MI module, and all NCP rubric and Interviewing Evaluation Forms completed by preceptor.

Preceptor Directions:

1. Review the interns completed Motivational Interviewing Module.
2. Schedule times to observe the intern in assessment, counseling, education sessions. Using the Interviewing and Counseling Evaluation Form score the session(s) and discuss with intern.
3. Using the NCP Care Plan rubric grade each of the 10 care plan notes submitted and discuss with intern.
4. At the completion of the community rotation, record the score for this activity on the community rotation final evaluation form. The final grade should be an average of all care plan notes.

Didactic Assignment: Motivational Interviewing Module – NO PRACTICE HOURS

1. Access Total Diet Approach Article on Coursesites.
 - a. Read the article.
 - b. Answer the following questions in a word document:
 - i. After reading the Total Diet position paper state your thoughts on psychosocial consequences of good and bad food messages on dietary patterns.
 - ii. List 3 ways this may lead to confusion and explain your answers. State your ideas on how using a total diet approach may decrease or eliminate confusion and frustration?
2. Access 2009 Monograph: *Unintended Consequences of Simplistic Dietary Recommendations: Good Advice Gone Awry?*
 - a. Read the newsletter.
 - b. In a word document write a summary of what you learned from this information and include how you will apply it in your own practice.
3. Access the power point at healthyeating.org/Health-Wellness-Providers/Student-Training/Nutrition-Education-Counseling-Skills-Module.aspx
 - a. Review narrated slides.
 - b. Complete each activity in the presentation.
 - i. For the chart note activities. There will links to access the charting tools
 - ii. Access each of these as directed (you will put your work on these and send to me for each charting activity and case study evaluation)
 - c. In a word document, contrast direct counseling with guided counseling.
 - i. When is each style appropriate?
 - ii. What tools and/or approaches are unique to each style?
 - iii. What is your experience with both styles?
 - iv. How will you apply this information in your own practice?
4. When you have finished all readings and the ppt and charting activities, you will access the multiple choice test at surveygizmo.com/s3/383292/Nutrition-Education-Counseling-Toolkit-Test.
 - a. Save/print the certificate of completion and email, scan, fax to DI Director
 - b. Email written summaries from 1 – 4 to Preceptor for review.

Answer the following:

1. What is health literacy?
2. What are the LEARN communication guidelines for health practitioners?
3. Compare and contrast nutrition education and nutrition counseling.
4. Compare and contrast nutrition screening and nutrition assessment.
5. Give examples of these 2 types of learning evaluation
 - Formative
 - Summative



Community Rotation Curriculum

NCP Grading Rubric

Intern Name: _____ Topic/Patient Type: _____

Directions: For each criterion circle the appropriate number corresponding with the scale shown below. Write suggestions to the intern improve in comments section.

- 1 – failed element 2 – very weak, needs more work 3 – fair, some major things missing,
 4 – good, minor improvements needed 5 – very good, covered all elements well

Criteria	Score	Comments
Nutrition Assessment <ul style="list-style-type: none"> • Relevant client history including personal data, past medical, surgical, and social history 		
<ul style="list-style-type: none"> • Anthropometrics described 		
<ul style="list-style-type: none"> • Lists biochemical data and medical tests 		
<ul style="list-style-type: none"> • Physical findings documented 		
<ul style="list-style-type: none"> • Evaluation of food/nutrition intake: diet history, diet order, current intake 		
<ul style="list-style-type: none"> • Addresses knowledge/beliefs/attitudes/behavior and factors affecting access to food 		
<ul style="list-style-type: none"> • Covers relevant physical activity and function 		
<ul style="list-style-type: none"> • Medication and supplement use 		
<ul style="list-style-type: none"> • Estimates client needs 		
Nutrition Diagnosis <ul style="list-style-type: none"> • Diagnoses appropriate nutrition problems and identifies correct PES statement; utilizes standard language 		
Nutrition Intervention <ul style="list-style-type: none"> • Identifies appropriate nutrition interventions prioritizing nutrition diagnoses 		
<ul style="list-style-type: none"> • Formulates an appropriate nutrition prescription 		
<ul style="list-style-type: none"> • Interventions are evidence based 		
<ul style="list-style-type: none"> • Formulates patient focused SMART goal related to nutrition diagnosis 		
Nutrition Monitoring/Evaluation <ul style="list-style-type: none"> • Specifies appropriate indicators to check for progress 		
Documentation <ul style="list-style-type: none"> • Format/grammar/punctuation 		
Total		

70% required to pass Total points _____/80 = _____%

Preceptor Signature: _____ Date: _____

Community Rotation Curriculum

INTERVIEWING AND COUNSELING EVALUATION FORM

The purpose of this form is to identify an intern's strengths and limitations in practices during progression toward meeting the standards for an entry-level dietitian.

- Of the following evaluation parameters, please select the number that best reflects your rating of the observed intern performance for each of the criteria listed.
- A comment section is provided at the end to elaborate on the intern's strengths and areas for improvement

5	Excellent	Demonstrates complete skill and ability in this area	
4	Good	Demonstrates considerable skill and ability in this area	
3	Adequate	Demonstrates partial skill and ability in this area	
2	Poor	Demonstrates little skill and ability in this area	
1	Unacceptable	Demonstrates no skill or ability in this area/task not completed	
COMPONENTS OF AN EFFECTIVE SESSION		SCORE	COMMENTS
PREPARATION <ul style="list-style-type: none"> • Reviews client patient data • Prepares environment, materials and teaching objectives • Discusses plan with preceptor. 			
BUILDS RAPPORT <ul style="list-style-type: none"> • Introduces self, explains outline of session • Uses eye contact and appropriate body language, modulates voice appropriately • Practices active listening and displays empathy • Appears comfortable with the client/patient and subject area 			
COLLECTS <ul style="list-style-type: none"> • Gathers subjective information using open-ended and assessment questions • Effectively brings client patient back to nutrition topic • Collects dietary intake data • Verifies portions using food models • Reviews and/or obtains anthropometric measurements as appropriate • Review and/or obtains diagnostic data as appropriate 			
ASSESSES <ul style="list-style-type: none"> • Develops intervention plan based on nutrition assessment and individual needs • Assess client/patient's current knowledge and readiness to change • Correctly assesses food records 			
LISTENING/EMPATHY SKILLS <ul style="list-style-type: none"> • Review objectives findings with client/patient and explain them in simple terms as they relate to nutrition • Responds to cues from client patient; addresses questions and concerns first. Acknowledge feelings such as anxiety as well as facts. • Deviates from own objectives as necessary 			



Community Rotation Curriculum

RECOMMENDS <ul style="list-style-type: none"> Makes recommendations based on nutrition assessment Avoids judgmental language such as “You need to ...” Offers anticipatory guidance if possible, “What to expect. . .” Avoid technical jargon by emphasizing food groups rather than nutrients Individualizes education based on client/patient’s usual intakes, culture, lifestyle and food preferences Engages client/patient in demonstrating, understanding, e.g.: circling preferences, writing goals. Checks for understanding restates information 		
SET GOALS <ul style="list-style-type: none"> Allows client/patient to set goals and helps make them RUMBA: <ul style="list-style-type: none"> R <u>Reasonable</u>: must have means to achieve help determine roadblocks U <u>Understandable</u>: worked in foods or activities M <u>Measurable</u>: contain numbers with quantity, frequency vs. “increase” B <u>Behavioral</u>: contain activities such as cooking, shopping, tracking, planning A <u>Attainable</u>: small steps to change behaviors 		
TOTAL INTERNS SCORE	___/35	

Total possible score: 35 Pass score (70%): 25 or above Failing score: 24 or below: intern must repeat the session.

Preceptor’s Signature _____ Date: _____

Intern’s Signature _____ Date: _____



Community Rotation Curriculum

Planned Activity: WIC Nutrition and Breastfeeding Education Monitoring Tool

Competencies: CRD 1.1, CRD 1.3, CRD 2.8, CRD 2.11, CRD 2.13, CRD 4.4

Learning Objective:

1. The intern will be able to effectively and appropriately conduct continuous quality improvement activities to improve care and service.

Resources:

1. GA WIC Monitoring Tool Training – September 22- 23, 2015 (interns are required to attend).
2. wicnss.nal.usda.gov/self-assessment-0
3. nal.usda.gov/wicworks/Topics/WICnutStand.pdf

Intern Directions:

1. *Note: Didactic assignment – review nutrition services standards with special attention to Standards 6 – 11 **access links above.**
2. Discuss with preceptor the WIC grant deliverables for nutrition and breastfeeding education. Discuss with preceptor the program and activity data captured in PARS.
3. With your preceptor, select a clinic and review PARS data for one month and answer the following? (**Optional but recommended as part of the assignment**).
 - a. Is data consistently entered by all CPA's? If not, determine if there is a pattern of non-compliance and write a plan to address the problem.
 - b. Do costs to breastfeeding education and nutrition education meet the 9% and 22% of total cost targets? If not, determine if there is a pattern of non-compliance and write a plan to address the problem.
4. Meet with preceptor to discuss, select and schedule a date and clinic for monitoring. Schedule time with key staff (clinic manager, etc.) to conduct an entrance and exit interview. Work with preceptor to develop and agenda for the entrance and exit sessions.
5. Attend the monitoring session with your preceptor. Using forms from the 2015 WIC Procedures Manual; complete the monitoring assignment with preceptor. Review the findings and discuss implications with preceptor.
6. Conduct the exit interview with key staff noting best practices identified as well as areas needing improvement and what impact the deficiency noted impacts service delivery, quality and WIC mission. Get feedback from clinic staff on potential solutions and next steps. Record all information, include your suggested plan to address deficiencies and submit findings to Nutrition Services Director and clinic management.
7. At the completion of the community rotation, submit electronically to the Program Director the completed tool and notes from exit interview.

Preceptor Directions:

1. Meet with intern to select a date and clinic for the preceptor and intern to complete the monitoring activity. Attend the scheduled monitoring session with the intern and oversee the intern completing the monitoring tool. Demonstrate for intern how to complete each section of the NE and BF WIC Monitoring Tool. Intern and preceptor should note and discuss areas of disagreement in subjective review areas such as direct observations of staff individual and group education sessions and chart review parameters.
2. Using the definition of performance standards rubric on the community rotation final evaluation document, at the completion of the community rotation, assign a score for this activity on the community rotation final evaluation form.



Community Rotation Curriculum

Planned Activity: Health Screening/Health Fair

Competencies: CRD 2.1, CRD 2.6, CRD 2.7, CRD 2.8, CRD 2.9, CRD 2.11, CRD 2.13, CRD 3.2, CRD 3.3, CRD 3.4, CRD 4.8, CRD 4.9, CRD 4.10

Learning Objective:

1. The intern will be able to plan, organize and provide appropriate nutrition and health related screening, resources and referrals within appropriate scope of practice.

Resources:

1. heart.org/HEARTORG/General/Founders-Health-Fair-Toolkit_UCM_427727_Article.jsp
2. nutritioneducationstore.com/blog/tag/health-fair/

Intern Directions: (**this activity can be done in pairs or small groups if permitted by the community preceptor(s). If this activity is done as a pair/group project, each member must fill out the peer evaluation form and submit to their preceptor. If group members have different preceptors, the preceptor for each intern should discuss and come to consensus on the scores for all intern members.*)

1. Meet with preceptor to locate health fair participation opportunities; secure an exhibit position in a health fair.
2. With your preceptor, plan your exhibit. Choose a nutrition related topic appropriate to the health fair objective and target audience; locate a reputable and researched screening tool or screening device to be used in the health fair exhibit. Include an interactive component (such as body fat measurement, scale, tape measure, food models, etc.) to the screening (i.e., more than just having brochures available). Provide supporting educational materials and referral resources to appropriate websites and providers of medical and/or nutritional care. Gather all materials needed. Plan for diversity.
3. Attend scheduled health fair and complete health screenings/education based on your topic/materials. Collect information on the number of people participating in your exhibit along with some questions or comments from participants and referrals made.
4. Complete a cost report for your display (your time planning and conducting using salary and fringe data, travel costs, and cost of equipment and supplies used). Calculate a cost per participant using information collected on number of person participating. Discuss results and implications of cost calculations with preceptor.
5. At the completion of the community rotation, submit electronically to Program Director cost report and written summary/description of your exhibit.

Preceptor Directions:

1. Assist the intern with locating, securing and planning health fair exhibit; ensure that screening tool is accurate and reputable; ensure that appropriate referral resources are in place; ensure that any and all photos of people attending or working the health fair are taken only after getting a signed photo consent.
2. Attend the health fair with intern.
3. Review the cost report with the intern and discuss findings.
4. Using the definition of performance standards rubric on the community rotation final evaluation document, at the completion of the community rotation, assign a score for this activity on the community rotation final evaluation.



Community Rotation Curriculum

Planned Activity: Health Organization Partnership

Competencies: CRD 2.1, CRD 2.2, CRD 2.3, CRD 2.8, CRD 2.10, CRD 2.11, CRD 2.13, CRD 3.2, CRD 5.1

Learning Objective:

1. The intern will be able to establish partnerships with other health care providers and health care organizations and providers.

Resources:

1. American Hospital Association aha.org
2. Georgia Hospital Association gha.org

Intern Directions:

1. Meet with preceptor to identify potential contacts and plan the activity.
2. With preceptor, contact Social Worker, Dietitian, and/or Lactation Consultant at local hospital(s) in your district via phone to set up a meeting to discuss collaboration and what services public health can offer to their patients and organization.
3. Prepare an agenda and succinct, professional and visually appealing presentation to include information about services provided at your health department/district office with contact names/numbers and program eligibility requirements. Submit to preceptor for review well ahead of meeting; revise as needed.
4. Attend the established meeting/presentation. Write a brief summary of the meeting to include professions represented, contacts made, meeting outcomes and recommended next steps to strengthen the partnership.
5. At the completion of the rotation submit electronically to the Program Director the presentation, agenda and written reflection brief.

Preceptor Directions:

1. Assist the intern with locating and contacting potential partner.
2. Review agenda and presentation materials ahead of time and assist intern with revisions as needed.
3. Attend the meeting with intern.
4. Using the definition of performance standards rubric on the community rotation final evaluation document, at the completion of the community rotation, assign a score for this activity on the community rotation final evaluation.

Planned Activity: Health Care Provider Partnership

Competencies: CRD 2.1, CRD 2.2, CRD 2.3, CRD 2.8, CRD 2.10, CRD 2.11, CRD 2.13, CRD 3.2, CRD 5.1

Learning Objective:

The intern will be able to establish partnerships with other health care providers and health care organizations and providers.

Resources:

1. Didactic assignment – webinar healthiergeneration.org/asset/j5qkf5/Care-Coordination-Presentation.pdf . *(This webinar provides good information on MNT benefit or overweight and obese children protocols for communication between RD's and MD's as well as best practice information).*

Intern Directions:

1. Meet with preceptor to plan and schedule an in person contact with at least one pediatric medical practice in your county/district.
2. Using information from the community rotation orientation (MD Tool Kit) presentation make a presentation to key medical practice staff (Nurses, Nurse Practitioner, Physician).
3. Attend the established meeting/presentation. Write a brief summary of the meeting to include professions represented, contacts made, meeting outcomes and recommended next steps to strengthen the partnership.
4. At the completion of the rotation submit electronically to the Program Director the presentation, agenda and written reflection brief.

Preceptor Directions:

1. Meet with intern to identify potential contact and assist intern with scheduling meeting.
2. Review intern presentation well ahead of time to ensure that it is appropriate length for the time allotted by medical staff (i.e., a 40 slides for a 15 minute time slot would be inappropriate) while containing the most relevant information. Assist the intern in anticipating and preparing for questions staff might ask.
3. Attend the meeting with intern.
4. Using the definition of performance standards rubric on the community rotation final evaluation document, at the completion of the community rotation, assign a score for this activity on the community rotation final evaluation.



Community Rotation Curriculum

Planned Activity: Professional Organization Participation

Competencies: CRD 2.5, CRD 2.8, CRD 2.9, CRD 2.11

Learning Objective:

1. The intern will be able to identify and complete meaningful volunteer opportunities which aid the missions of community and dietetics professional organizations.

Resources

1. eatrightgeorgia.org/
2. hmhb.org/
3. eatright.org/
4. nwica.org/
5. georgiabreastfeedingcoalition.org/
6. nwgabfcoalition.com/
7. gwinnettcoalition.org/
8. g-pan.org/

Intern Directions:

1. Review listed resources; with preceptor determine professional organization participation opportunities in these and/or other organizations.
2. Access opportunities and participate in various roles/ways for a minimum of 8 hours total
 - a. May be done on different dates and with different organizations and can be more than 8 hours if desired.
 - b. Coordinate all activities in communication with your community preceptor.
 - c. Maintain a log of all activities and hours completed with/for the organization.
3. Using the reflection brief form, write a about the activity (your thoughts, what you learned, etc.); submit to preceptor for review and discussion.
4. At the completion of the community rotation, submit electronically to the Dietetic Internship Program Director the written brief participation logs.

Preceptor Directions:

1. Assist intern in review and identification of opportunities.
2. Review all work and activities the intern completes for/with the organization and attend meetings with the intern if applicable.
3. Review and approve intern participation logs for this activity.
4. Using the definition of performance standards on the community rotation final evaluation document, at the completion of the community rotation, assign a score for this activity on the community rotation final evaluation form.

Planned Activity: Community Organization Participation

Competencies: CRD 2.3, CRD 2.4, CRD 2.5, CRD 2.8, CRD 2.9, CRD 2.11, CRD 2.13, CRD 3.2, CRD 3.3, CRD 3.4, CRD 5.1, CRD 5.2

Learning Objective:

1. The intern will be able to identify and complete meaningful volunteer opportunities which aid the missions of community and dietetics professional organizations.

Resources:

1. Primary Preceptor, Dietetic Internship Program Director

Intern Directions

1. Review materials on coursesites. Complete didactic assignment Cross Cultural Health Care Case Studies Module and worksheet before attending the community organization practice experience.
2. Contact assigned community organization site preceptor ahead of scheduled time to arrange time and date for first day of planned experience. Complete 72 supervised practice hours in assigned organization. Activities may include health screenings, menu planning and evaluation, nutrient analysis, food demonstration, client education, marketing materials, or other as assigned by community organization site preceptor.
3. Schedule a time for the final evaluation of the experience; provide the community organization preceptor with the final evaluation form; attend evaluation meeting. Submit the evaluation form to Primary Preceptor.
4. Write a brief reflection of the activity (your thoughts, what you learned, etc.). Include information on how you used information/knowledge from the Cross Cultural Health Care Case). Submit to Primary Preceptor for review and discussion.
5. Complete the preceptor evaluation form and submit electronically to Dietetic Internship Program Director.
6. At the completion of the community rotation, submit electronically to the Dietetic Internship Program Director the written brief and the completed evaluation forms.

Preceptor Directions:

1. Primary preceptor will serve as a resource for the intern; receive and review the Community Organization Preceptor mid-point evaluation and will follow up with Program Director and Intern to discuss areas not meeting expectation. Primary Preceptor should review written reflection brief and final evaluation from community organization experience and discuss with intern.
2. Community Organization Preceptor will make assignments to intern; relay performance expectations to intern; provide informal evaluation through frequent feedback; provide formal evaluation at mid-point and final periods of the experience; communicate to Program Director any needs or areas of concern; assist in the advancement of the intern.
3. Upon completion of the community rotation the Primary Preceptor will record this activity score (as assigned by Community Organization Preceptor) on the community rotation final evaluation.

Didactic Assignment: Cross Cultural Health Care Case Studies Module

1. Access Cross Cultural Health Care Case Studies at http://support.mchtraining.net/national_ccce/index.html
 - a. Click on Core Concepts in Cultural Competence and read “About this Topic”
 - b. Click on each highlighted word and read the definition, example, and application.
 - c. Click on Case/Story and read “Challenge of a New Mandate” and all information in the side bar.
 - d. Click on Lecture and listen to the presentation.
 - e. Click on Key Concepts and review definitions, examples and applications.
 - f. Click on Learning Activities; complete Activity 1, 2, 3, and 4
 - g. Click on Resources and review.
 - h. Click on Quiz; complete the quiz; print/save your certificate

2. Click on Home
 - a. Complete at least one case study from the following:
 - i. Lanesha Johnson - Case/Story, Lecture, Key Concepts, Learning Activities, Resource Review, and Quiz.
 - ii. Diane Mathis - Case/Story, Lecture, Key Concepts, Learning Activities, Resource Review, and Quiz.
 - iii. Alejandro Flores - Case/Story, Lecture, Key Concepts, Learning Activities, Resource Review, and Quiz.
 - iv. Rivka Cohen - Case/Story, Lecture, Key Concepts, Learning Activities, Resource Review, and Quiz.
 - v. A Day in the Sleep Clinic - Case/Story, Lecture, Key Concepts, Learning Activities, Resource Review, and Quiz.

3. Write a brief reflection of what your experience with this module (insights, impact on current future practice, etc.) and submit to preceptor for review and discussion along with quiz certificates of completion for each module.

4. At the completion of the community rotation submit electronically to Program Director the written reflection brief and certificates of completion.



Community Rotation Curriculum

Community Organization Worksheet

Briefly highlight products given and populations served by the following Food Assistance Programs

- SNAP
- Thrifty Food Plan
- Commodity Supplemental Food Program (CSFP)
- The Emergency Food Assistance Program (TEFAP)
- Nutrition Services Incentive Program (NSIP)
- National School Lunch Program (NSLP)
- National School Breakfast Program (NSBP)
- After School Snack Program
- Special Milk Program
- Summer Food Service Program
- Child and Adult Care Food Program (CACFP)
- Older Americans Act Nutrition Program (OOA)
- Senior Farmer's Market Program (SFMNP)

Briefly highlight the history, services provided and populations served by the following:

- Head Start
- Early Head Start
- Project Open Hand



Community Rotation Curriculum

Community Organization Supervised Practice Experience/Preceptor Evaluation TO BE COMPLETED BY INTERN

Organization: _____

Preceptor: _____

Evaluation Criteria (1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree	Score:
I was appropriately oriented to the area <ul style="list-style-type: none"> • Introduced to key people • Priorities explained • Resources identified • Expectations discussed 	
I was appropriately trained by my preceptor at my rotation site, before being expected to handle responsibilities	
Preceptor demonstrated a strong foundation of knowledge	
Preceptor utilized current theory in practice	
Preceptor effectively mentored me <ul style="list-style-type: none"> • Provided rationale behind decisions • Regularly informed me of my progress • Encouraged me to enhance strengths and fortify weaknesses • Challenged me to increase quality and quantity of work 	
Preceptor was sufficiently able to facilitate learning	
Preceptor considered me to be a valuable team member	
As the result of this rotation, I have a good understanding of the practitioner's role in this area of practice	
As the result of this rotation, I have developed a deeper foundation of knowledge in this area of practice	
As a result of this rotation, my ability to apply knowledge and skills from on situation to another has grown	
I am satisfied with this preceptor	

Please comment on statements receiving a 3 or lower:

Intern Name: _____ Date: _____



Dietetic Internship Community Rotation Curriculum

Community Organization Supervised Practice Experience Final Performance Evaluation TO BE COMPLETED BY PRECEPTOR

Intern Name: _____ Organization: _____

Definition of Performance Standards:

- 4** = Independent. Tasks are completed with minimal initial directions, minimal supporting cues, in an expedient time period, with intern frequently demonstrating critical thinking skills. Accurately interprets evidence. Thoughtfully analyzes and evaluates all factors and demonstrates a comprehensive approach. Intern draws warranted, judicious conclusions. Intern demonstrates “linking” previous knowledge to current situation. Projects are detailed, organized and complete. Intern completes all tasks in a professional manner, displaying a positive attitude.
- 3.5** = Mostly Independent. Tasks are completed with initial directions and minimal supporting cues in a reasonable time period with intern frequently demonstrating critical thinking skills. Thoughtfully analyzes and evaluates all factors and demonstrates a comprehensive approach. Intern draws warranted, judicious conclusions. Intern demonstrates “linking” previous knowledge to current situation. Projects are detailed, organized and complete. Intern completes all tasks in a professional manner, displaying a positive attitude.
- 3** = Supervised: Tasks are completed with initial directions and periodic feedback, occasional supporting cues, in a reasonable time period, with intern occasionally demonstrating critical thinking skills. Intern offers analyses and evaluations of obvious factors. Intern sometimes demonstrates a comprehensive approach. Projects are detailed and organized. Intern completes all tasks in a professional manner, displaying a positive attitude.
- 2** = Assisted: Tasks are completed with initial directions and frequent feedback, frequent supporting cues, over a delayed time period, with intern rarely demonstrating critical thinking skills) Completes tasks in a professional manner, usually displaying a positive attitude.
- 1**= Incomplete: Work is technically inaccurate or incomplete. Tasks do not meet expectations and are thrown together without much thought. Projects lack detail and/or are unorganized. Intern displays unprofessional behavior or negative attitude.

Preceptor comments:

Intern Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____



Georgia Department of Public Health Dietetic Internship

Reflections Brief Form

Name: _____

Date: _____

What did you learn from participating in this activity?

Discuss how the activity/experience has impacted you personally. What does it mean to you? What aspects are most memorable and why?

State and give an example of what knowledge, skill and/or ability you gained or enhanced from completing this activity.

Discuss how the experience has impacted or will be used in your professional practice.



Georgia Department of Public Health Dietetic Internship

Professional Behaviors Evaluation

Scoring Definitions:

5 = Always

4 = Frequently

3 = Sometimes

2 = Rarely

0 = Never

Behavior	Score	Comment
Attention to Duty – Thorough and conscientious work ethic, meets responsibilities in a timely manner and displays professional appearance		
Dependability – Less amount of supervision needed, works independently, punctual, completes assignment and follows through		
Judgment – Displays decision making skills (logical and critical thinking), calm demeanor and is mindful of intern scope of practice		
Initiative – Displays initiative and active role in learning, demonstrates resourcefulness to find answers independently, volunteers for assignments and displays leadership		
Communication – Displays good oral and written communication skills, listens and responds appropriately, displays tact and diplomacy, initiates discussions with others when appropriate		
Theoretical Knowledge – Relates theory to practice, appropriately assesses situations/problems, identifies needs/solutions		
Quantity of Work – Demonstrates planning and time management		
Quality of Work – Demonstrates attention to detail as evidence by accurate, organized, and neat submissions		
Cooperation – Works with and helps others, maintains positive relationships, assumes appropriate share of work, accepts responsibility for mistakes, cooperates under stress, others seek interns assistance		
Attitude – Displays tact, self-confidence, positive and unbiased approach, integrity, and professional demeanor, incorporates constructive criticism to make improvements, self-reflects		

Strongest Areas:

Areas for Improvement:

Intern Signature: _____

Date _____

Preceptor Signature _____

Date _____

Community Rotation Final Evaluation

Definition of Performance Standards:

4 = Independent. Tasks are completed with minimal initial directions, minimal supporting cues, in an expedient time period, with intern always demonstrating critical thinking skills. The intern thoughtfully analyzes and evaluates all factors and demonstrates a comprehensive approach. Intern demonstrates “linking” previous knowledge to current situation. Projects are detailed, organized and complete. All tasks are completed in a professional manner. The intern consistently displays a positive attitude. ***This score is only achievable when the intern is required to perform a task or produce an end product.***

3.5 = Mostly Independent. Tasks are completed with initial directions and few supporting cues in a reasonable time period with intern frequently demonstrating critical thinking skills. The intern thoughtfully analyzes and evaluates the majority factors and demonstrates a comprehensive approach. Intern demonstrates “linking” previous knowledge to current situation. Projects are detailed, organized and complete. Intern completes all tasks in a professional manner. The intern consistently displays a positive attitude. ***This score is only achievable when the intern is required to perform a task or produce an end product.***

3 = Supervised: Tasks are completed with initial directions and periodic feedback, occasional supporting cues, in a reasonable time period, with intern occasionally demonstrating critical thinking skills. The intern offers analyses and evaluations of obvious factors. Sometimes demonstrates a comprehensive approach. Projects are detailed and organized. The intern completes all tasks in a professional manner, displaying a positive attitude. ***This score also applies to the projects in which the intern observes a process or event and in projects where the intern is required to perform a task or produce an end product. For observation assignments, a score of ‘3’ would indicate a positive attitude, thoughtful questions and insightful comments.***

2 = Assisted: Tasks are completed with initial directions and frequent feedback, frequent supporting cues, over a delayed time period, with intern rarely demonstrating critical thinking skills) Completes tasks in a professional manner, usually displaying a positive attitude. ***This score also applies to the projects in which the intern observes a process or event and in projects where the intern is required to perform a task or produce an end product. For observation assignments, a score of ‘2’ would indicate attendance but lack of thoughtful questions and insightful comments.***

1= Incomplete: Work is technically inaccurate or incomplete. Tasks do not meet expectations and are thrown together without much thought. Projects lack detail and/or are unorganized. The intern displays unprofessional behavior or negative attitude. ***This score also applies to the projects in which the intern observes a process or event and in projects where the intern is required to perform a task or produce an end product. For observation assignments, a score of ‘1’ would indicate absence or tardiness to the event and/or lack of participation and/or unprofessional behavior and negative attitude.***



Georgia Department of Public Health Dietetic Internship

Planned Experience	Competency Met	Score					Comments
Legislation/Advocacy	CRD 4.3	4.0	3.5	3.0	2.0	1.0	
Cooking Matters Shopping Tours	CRD 1.3 CRD 2.3 CRD 2.5 CRD 2.8 CRD 2.9 CRD 2.11 CRD 2.13 CRD 3.2 CRD 3.3 CRD 3.4 CC 5.1 CC 5.2	4.0	3.5	3.0	2.0	1.0	
Food Day Blog	CRD 2.2	4.0	3.5	3.0	2.0	1.0	
Management & Budget Writing	CRD 2.11 CRD 4.9 CRD 4.10 CRD 4.11	4.0	3.5	3.0	2.0	1.0	
PH Programs Environmental Health	CRD 1.3 CRD 2.8 CRD 2.11 CRD 4.2 CC 5.1	4.0	3.5	3.0	2.0	1.0	
PH Programs Children's 1 st and Babies Can't Wait	CRD 2.5 CRD 2.7 CRD 2.8 CRD 2.10 CRD 2.11 CRD 4.1 CRD 4.6 CC 5.1	4.0	3.5	3.0	2.0	1.0	



Georgia Department of Public Health Dietetic Internship

Planned Experience	Competency Met	Score					Comments
PH Programs – Chronic Disease Prevention	CRD 2.5 CRD 2.8 CRD 2.11 CC 5.1	4.0	3.5	3.0	2.0	1.0	
Food Pantry	CRD 2.5 CRD 2.7 CRD 2.8 CRD 2.9 CRD 2.11 CC 5.1	4.0	3.5	3.0	2.0	1.0	
Reimbursement for Nutrition Therapy in Public Health	CRD 1.3 CRD 2.1 CRD 2.2 CRD 2.8 CRD 2.11 CRD 3.3 CRD 4.5 CRD 4.11	4.0	3.5	3.0	2.0	1.0	
CHOA Professional Presentation	CRD 2.1 CRD 2.2 CRD 2.3 CRD 2.5 CRD 2.8 CRD 2.11 CRD 3.2	4.0	3.5	3.0	2.0	1.0	
CHOA Practicum	CRD 2.1 CRD 2.5 CRD 2.10 CRD 2.11	4.0	3.5	3.0	2.0	1.0	



Georgia Department of Public Health Dietetic Internship

Planned Experience	Competency Met	Score	Comments					
Nutrition Care Process and Motivational Interviewing	CRD 2.1 CRD 2.4 CRD 2.6 CRD 2.7 CRD 2.11 CRD 2.13 CRD 3.1a-e CRD 3.2	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">4.0</td> <td style="width: 20%;">3.5</td> <td style="width: 20%;">3.0</td> <td style="width: 20%;">2.0</td> <td style="width: 20%;">1.0</td> </tr> </table>	4.0	3.5	3.0	2.0	1.0	
4.0	3.5	3.0	2.0	1.0				
NE and BF Monitoring Tool	CRD 1.1 CRD 1.3 CRD 2.8 CRD 2.11 CRD 2.13 CRD 4.4	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">4.0</td> <td style="width: 20%;">3.5</td> <td style="width: 20%;">3.0</td> <td style="width: 20%;">2.0</td> <td style="width: 20%;">1.0</td> </tr> </table>	4.0	3.5	3.0	2.0	1.0	
4.0	3.5	3.0	2.0	1.0				
Health Fair	CRD 2.1 CRD 2.2 CRD 2.7 CRD 2.8 CRD 2.9 CRD 2.11 CRD 2.13 CRD 3.2 CRD 3.3 CRD 3.4 CRD 4.8 CRD 4.9 CRD 4.10	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">4.0</td> <td style="width: 20%;">3.5</td> <td style="width: 20%;">3.0</td> <td style="width: 20%;">2.0</td> <td style="width: 20%;">1.0</td> </tr> </table>	4.0	3.5	3.0	2.0	1.0	
4.0	3.5	3.0	2.0	1.0				
Health Organization OR Health Provider Partnership (circle one)	CRD 2.1 CRD 2.2 CRD 2.3 CRD 2.8 CRD 2.10 CRD 2.11 CRD 2.13 CRD 3.2 CC 5.1	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">4.0</td> <td style="width: 20%;">3.5</td> <td style="width: 20%;">3.0</td> <td style="width: 20%;">2.0</td> <td style="width: 20%;">1.0</td> </tr> </table>	4.0	3.5	3.0	2.0	1.0	
4.0	3.5	3.0	2.0	1.0				



Georgia Department of Public Health Dietetic Internship

Planned Experience	Competency Met	Score					Comments
Professional Organization Participation	CRD 2.5 CRD 2.7 CRD 2.8 CRD 2.10 CRD 2.11 CRD 4.1 CC 5.1	4.0	3.5	3.0	2.0	1.0	
Community Organization Participation	CRD 2.3 CRD 2.4 CRD 2.5 CRD 2.8 CRD 2.11 CRD 3.2	4.0	3.5	3.0	2.0	1.0	
Community Needs Assessment	CRD 1.1 CRD 1.2 CRD 1.3 CRD 1.4 CRD 1.5 CRD 2.1 CRD 2.2 CRD 2.5 CRD 2.8 CRD 2.11 CRD 3.1 (a-e) CRD 3.3 CRD 4.4 CRD 4.5 CC 5.1 CC 5.2	4.0	3.5	3.0	2.0	1.0	
Professional Behaviors	CRD 2.1 CRD 2.7 CRD 2.11	4.0	3.5	3.0	2.0	1.0	



Georgia Department of Public Health Dietetic Internship

Add up total score _____ / 76 x 100= _____ %

Did the intern score a 75% or above on the rotation (circle one)

YES NO

Did the intern satisfactorily complete this rotation (circle one)

YES NO

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below.

Intern Signature: _____

Date _____

Preceptor Signature _____

Date _____