



Georgia Department of Public Health WIC Dietetic Internship Program
School Food Service Rotation Curriculum

Georgia Department of Public
Health

School Food Service Rotation Curriculum

WIC Dietetic Internship Program



Georgia Department of Public Health WIC Dietetic Internship Program School Food Service Rotation Curriculum

Contents

Key Concept: Menu Development and Costing	1
Key Concept: Nutrition Promotion/Marketing.....	3
Key Concepts: Food Production and Portion Control.....	5
Key Concepts: Purchasing, Receiving, Inventory	7
Key Concepts: Sanitation and Safety Audit/HACCP	8
Key Concepts: Facility Design and Procurement Proposal.....	11
Key Concepts: Department meetings and Employee Training.....	12
Key Concept: Leadership and Management Staff Relief.....	18
Final Evaluation	22



Georgia Department of Public Health WIC Dietetic Internship School Food Service Rotation Curriculum

Key Concept: Menu Development and Costing

Competencies: CRD 1.3, CRD 3.3, CRD 3.5, CRD 3.6, CRD 4.6, CRD 4.8, CRD 4.9, CRD 4.10

Learning Objectives:

1. The intern will be able to evaluate menus to reduce costs, and cost menus to determine projected food costs and meet budget guidelines.
2. The intern will be able to modify a menu for a health or cultural need.

Resources:

1. Foodservice Organizations: A Managerial and Systems Approach (7th Edition) Chapter 6.

Intern Directions:

1. Meet with preceptor to plan and implement activities.
2. Assist in planning a 1 week cycle menu for breakfast or lunch (preceptor to determine elementary, middle or high school) that meets USDA requirements and modify the menu for a special diet such as vegetarian, allergen free, etc. Complete nutrient analysis using available software.
 - a. Determine the total cost to produce the menu and cost per serving.
 - b. Determine personnel and equipment needs to produce each day's menu.
3. Submit to preceptor the final breakfast menu(s) along with documentation of cost, personnel and equipment needs.
4. Complete the menu planning reflection sheet.
5. At the completion of the rotation submit to Program Director electronically menu(s), cost/personnel/equipment needs, and menu planning reflection sheet.

Preceptor Directions:

1. Assist the intern with planning and completing the activity providing guidance and resources.
2. Using the definition of performance standards rubric on the school food service rotation final evaluation document, at the completion of the rotation, assign a score for this activity on the rotation final evaluation form.



**Georgia Department of Public Health WIC Dietetic Internship Program
School Food Service Rotation Curriculum**

Menu Planning Reflection

(To be completed independently by the intern after the completion of the activity)

Who is responsible for menu planning and analysis?

Define standardized recipe.

Describe how the menu relates to staffing, equipment, and cost?

What nutrient analysis program is used? What are the strengths and limitations to this program?

What recommendations, if any, do you have for improving the menu planning and analysis process?

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



**Georgia Department of Public Health WIC Dietetic Internship Program
School Food Service Rotation Curriculum**

Key Concept: Nutrition Promotion/Marketing

Competencies: CRD 2.2, CRD 2.3, CRD 2.5, CRD 2.8, CRD 2.11, CRD 2.13, CRD 3.2, CRD 3.3, CRD 3.6

Learning Objectives:

1. The intern will be able to effectively market menu items.

Resources:

1. healthykidschallenge.com/make-nutrition-education-easy
2. fns.usda.gov/sbp/marketing
3. nufs.sjsu.edu/calpronet/outreacht toolkit/

Intern Directions:

1. Review the FNS/USDA website listed in the resources and meet with preceptor to develop and plan nutrition promotion/marketing. (*Intern can do multiple nutrition promotion/marketing activities as needed by the preceptor*).
2. Examples:
 - a. Taste Panel
 - b. Social Media
 - c. Farm to School
 - d. Locally Grown Foods
 - e. Nutrition Education for the classroom
 - f. National Nutrition Month/School Breakfast Week, etc.
3. Complete the nutrition promotion/marketing reflection sheet
4. At the completion of the rotation, submit to the Program Director the nutrition promotion/marketing reflection and if possible examples of the promotion activities (photos, brochure, lesson plan, etc.).

Preceptor Directions:

1. Assist the intern with identification nutrition promotion/marketing opportunities.
2. Using the definition of performance standards rubric on the school food service rotation final evaluation document, at the completion of the rotation, assign a score for this activity on the rotation final evaluation form.



**Georgia Department of Public Health WIC Dietetic Internship Program
School Food Service Rotation Curriculum**

Nutrition Promotion/Marketing Reflection

(to be completed independently by the intern after the activity)

What promotion activities did you complete?

With whom did you collaborate? In what ways did you collaborate with others to complete the event?

What leadership skills did you use?

What functions of management did you use?

Describe the outcome of the promotion/marketing.

What, if anything, would you do differently in a future nutrition event promotion?



Georgia Department of Public Health WIC Dietetic Internship Program School Food Service Rotation Curriculum

Key Concepts: Food Production and Portion Control

Competencies: CRD 1.3, CRD 2.5, CRD 2.11, CRD 4.7

Learning Objectives:

1. The intern will be able to work effectively in all departments within the Food Service.
2. The intern will be able to evaluate labor productivity and food waste and determine areas for improving fiscal outcomes by cutting costs, reducing waste and maximizing productivity.

Resources:

1. Foodservice Organizations: A Managerial and Systems Approach (7th Edition) Chapter 6, Chapter 3 pages 51-52

Intern Directions:

1. Meet with preceptor for work unit assignments.
2. Review the task lists and position descriptions for each position in the FS department. Work as assigned in each unit of the food service department; retain written work schedule for all FS units.
3. Review portion control guidelines and portion control equipment in the facility; observe staff portioning food items and note if portion control guidelines are followed during the preparation and service of an entire meal. Complete the Food Production and Portion Control Datasheet; submit to preceptor for review and discussion. Discuss the use of plate waste studies in the school nutrition department with preceptor.
4. At the completion of the rotation submit to Program Director electronically your schedule from the FS work unit assignment, food production/portion control datasheet.

Preceptor Directions:

1. Assign the intern to various work areas of the facility. Assist intern in preparation to conduct portion control observation. Review and discuss observations with the intern.
2. Using the definition of performance standards rubric on the school food service rotation final evaluation document, at the completion of the rotation, assign a score for this activity on the rotation final evaluation form.



**Georgia Department of Public Health WIC Dietetic Internship Program
School Food Service Rotation Curriculum**

Food Production and Portion Control Datasheet

(To be completed by the intern independently after the activity)

Were portion control guidelines and equipment easily accessible to you and to staff? If not, what were the barriers? Were staffs aware of portion sizes for meal preparation/service and portion control equipment?

Did staffs use and/or appropriately use portion control equipment? If not, what are the barriers? Were they consistently used, i.e., in meal preparation and meal service? If not, what were the barriers?

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

Does the facility conduct plate waste studies? If so, how often and what has been the usefulness? If not, why?

Intern Observation Comments/Recommendations:



Georgia Department of Public Health WIC Dietetic Internship Program School Food Service Rotation Curriculum

Key Concepts: Purchasing, Receiving, Inventory

Competencies: CRD 2.5, CRD 2.11, CRD 3.5, CRD 4.2

Learning Objective:

1. The intern will be able to develop a disaster plan for meal service with implementation instructions.
2. The intern will be able to supervise food ordering, receiving, and production.

Resources:

1. First Choice: A Purchasing Manual for School Food Service, 2nd edition at www.nfsmi.org
2. [Inventory Management and Tracking
nfsmi.org/documentlibraryfiles/PDF/20121114100354.pdf](http://nfsmi.org/documentlibraryfiles/PDF/20121114100354.pdf)
3. Emergency Readiness Plan: Guide and Forms for the School Food Service Operation nfsmi.org/ResourceOverview.aspx?ID=61

Intern Directions:

1. Meet with preceptor to discuss how the organization is affected by regulations related to purchasing, and the process, policies and procedures in place to address the 16 steps in the purchasing function highlighted in Chapter 1. Discuss with Nutrition Director perpetual inventory and physical inventory processes.
2. Assist preceptor with completing and placing food purchase requests/bids. Write a specification for 1 food item and a justification for the specification.
3. Work with a school manager to complete a food order. Assist with product receiving and inventory count.
4. With your preceptor, review the food service disaster plan and determine the stock levels required to meet the required 3 day disaster plan for schools. Discuss with preceptor on how the disaster plan was developed and how staff is trained on emergency preparedness. Assist the preceptor with plan update and/or employee training if needed (see Employee In-service activity guidelines). **Note: Does the facility meet the stock level requirements for the 3 day plan? If not, what steps need to be taken?**
5. Complete a reflection brief and at the completion of the rotation submit electronically to DI Director.

Preceptor Directions:

1. Using the definition of performance standards rubric on the school food service rotation final evaluation document, at the completion of the rotation, assign a score for this activity on the rotation final evaluation form.



Georgia Department of Public Health WIC Dietetic Internship Program School Food Service Rotation Curriculum

Key Concepts: Sanitation and Safety Audit/HACCP

Competencies: CRD 1.3, CRD 2.5, CRD 2.11, CRD 4.2, CRD 4.4, 4.7

Learning Objectives:

1. The intern will be able to work within HACCP and ServSafe guidelines to appropriately conduct food quality and safety audits, identify problems or potential problems and plan and implement solutions.

Resources:

1. fda.gov/Food/GuidanceRegulation/HACCP/ and <http://www.nfsmi.org/>

Intern Directions:

1. Review listed resources.
2. Meet with preceptor to plan and implement activities.
3. Review and discuss with preceptor food safety standards (local, state, federal) and district/school food safety and security policies and procedures and sanitation procedures and HACCP relative to maintaining work station and equipment cleanliness.
4. Using the facility sanitation checklist, conduct a sanitation audit. Discuss with preceptor and plan follow up as needed.
5. Using the HACCP work sheet, identify two food products and follow the HACCP program steps for both. Monitor during production and service and record all pertinent temperatures during production, holding and service (record time and temp). Record elapsed time from cooking to service.
6. Complete the Safety Data Worksheet.
7. At the completion of the rotation submit to Program Director electronically the safety data worksheet, sanitation check-list and HACCP worksheet.

Preceptor Directions:

1. Meet with the intern to plan activity.
2. Review and discuss observations with the intern.
3. Using the definition of performance standards rubric on the school food service rotation final evaluation document, at the completion of the rotation, assign a score for this activity on the rotation final evaluation form.



**Georgia Department of Public Health WIC Dietetic Internship Program
School Food Service Rotation Curriculum**

HACCP Worksheet – complete for 2 food products

Name of Food Product

Is the recipe written in HACCP format?

List all Critical Control Points (CCP).

List all Standard Operating Procedures (SOP).

List all Sanitation Standard Operating Procedures (SSOP).

Make a table and record temperatures and times during

Production

Holding

Service

Analysis of Data

Were HACCP guidelines violated? Was it related to human error or equipment failure?

What corrective actions were taken?

What best practices were noted?

What challenges did you encounter?

What, if any recommendations do you have for change to comply with the HACCP plan?

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



**Georgia Department of Public Health WIC Dietetic Internship Program
School Food Service Rotation Curriculum**

Safety Data Worksheet

(To be completed independently by the intern after the activity)

How does preventive maintenance relate to safe food, people, equipment and costs?

Name the other organizational units or departments that support safety and sanitation functions in kitchen facilities.

What is currently being done to decreased waste and promote efficient use of water, energy and food resources. Name additional actions that could decrease waste and promote efficient use of water, energy, and food resources.

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



**Georgia Department of Public Health WIC Dietetic Internship Program
School Food Service Rotation Curriculum**

Key Concepts: Facility Design and Procurement Proposal

Competencies: CRD 1.3, CRD 4.8

Learning Objective:

1. The intern will be able to identify and procure equipment to meet identified facility needs.

Resources:

1. smartdraw.com/
2. nfsmi-web01.nfsmi.olemiss.edu/documentlibraryfiles/PDF/20090312115009.pdf
3. Food Service Organizations: A Managerial and Systems Approach Gregoire Chapters 4 and 5

Intern Directions:

1. Meet with preceptor to plan the activity.
2. Review the menu of a specific school or schools. Determine what equipment would be needed for that menu. Observe the flow of food and supplies during a meal. Discuss with preceptor how kitchen design affects menu planning.
3. Discuss with preceptor planning and budgeting for equipment replacement. If possible assist with procurement.
4. Complete a reflection brief and at the completion of the rotation submit to Program Director electronically the reflection brief.

Preceptor Directions:

1. Assign intern menu/school to review/observe.
2. Using the definition of performance standards rubric on the school food service rotation final evaluation document, at the completion of the rotation, assign a score for this activity on the rotation final evaluation form.



Georgia Department of Public Health WIC Dietetic Internship Program School Food Service Rotation Curriculum

Key Concepts: Department meetings and Employee Training

Competencies: CRD 2.3, CRD 3.2, CRD 4.1

Learning Objectives:

1. The intern will be able to observe and critique a meeting as well as plan and conduct an effective meeting.
2. The intern will be able to identify Food Service Department training needs, plan and present appropriate training to specified target audience, create supporting materials (handouts), and evaluate effectiveness of training.

Resources:

1. <http://www.inc.com/guides/2010/08/how-to-run-effective-meeting.html>
2. <http://www.georgiapta.org/for-parents/health-wellness/school-wellness-policy/>

Intern Directions:

1. Meet with preceptor to plan and implement activities.
2. With preceptor, attend school nutrition department meetings and district level meetings as appropriate. If possible, attend 1 or 2 school related meetings outside of the nutrition department including wellness committee meeting. Observe organizational management concepts, communication styles, group dynamics, collaboration efforts and problem solving/decision making methods and write a short brief on each of the meetings to include strengths, improvements to consider and what you might have done differently if you were leading the meeting. Maintain strict confidentiality regarding information from meetings.
3. With preceptor assistance, identify an employee training need. Consider target audience and plan for diversity (i.e., hearing impaired, sight impaired, ESL, etc.).
4. Using Adult Learning Theory and Learning Style concepts develop a training session to include agenda (learning objectives, lesson plan, pre-test and post-test). Review with preceptor before presenting the training. Have the audience complete an evaluation of the training.
5. Complete a reflection brief and submit to DI Program Director at the end of the school food service rotation. Submit materials developed for training as well.

Preceptor Directions:

1. Assign the intern to attend meetings.
2. Assist the intern identification of employee training need and development of meeting agenda. Attend the intern led training.
3. Using the definition of performance standards rubric on the school food service rotation final evaluation document, at the completion of the rotation assign a score for this activity on the rotation final evaluation form.



Georgia Department of Public Health WIC Dietetic Internship Program School Food Service Rotation Curriculum

Key Concepts: Financial Management and Human Resource Management

Competencies: CRD 4.5, CRD 4.6, CRD 4.9

Learning Objectives:

1. The intern will be able to demonstrate familiarity with and discuss issues related to meal reimbursement for free and reduced meals.
2. The intern will be able to identify budgets used in school nutrition, compare actual expenses to budgeted expenses and discuss the use of this data in financial decision making.
3. The intern will be able discuss the process for recruiting, on-boarding and retaining employees.
4. The intern will be able to identify and compare and contrast differing leadership and management styles.
5. The intern will be able communicate effectively, motivate and handle workplace conflict.

Resources:

1. USDA Food and Nutrition Services site for school meals fns.usda.gov/cnd
2. NFSMI Financial Management Information Resource
nfsmi.org/documentlibraryfiles/PDF/20080225031916.pdf
3. Coursites.com for leadership reading materials

Intern Directions:

1. Review the School Nutrition Online (SNO) web application with preceptor. Review the School Approval Module (SAM) with preceptor. Review guidelines for free and reduced meals. Review the forms and documentation required including paper and web applications. Review the process the SNS Director must follow to claim reimbursement and the record keeping involved (if possible, complete reimbursement process via SNO with preceptor oversight).
2. Review all the types of management reports (such as budget, labor, food cost, capital equipment, etc., and analyze; assist the SNS Director in collecting financial data and preparing and analyzing management reports. Discuss with preceptor and complete the Management Reports Worksheet.
3. Review the policy and procedure manual for the department and discuss with preceptor the process for establishment and approval of new policies or policy changes. Write or revise a mock policy.
4. With SN Director/Preceptor, complete the Human Resources Worksheet. If possible sit in on an interview or new employee orientation.
5. Plan with preceptor to spend time with 2 elementary school managers, or 2 middle school managers or 2 high school managers to observe and identify their management and leadership styles and how they handle human resources and assign work. Write a



Georgia Department of Public Health WIC Dietetic Internship Program School Food Service Rotation Curriculum

brief compare and contrast paper on leadership and management styles observed (maximum of 2 pages).

6. Review the functions of management for one set of the managers observed. List some of their specific tasks that fit in each of the functions of management below: Planning, Organizing, Directing, Controlling, Evaluating.
7. At the completion of the rotation submit to Program Director electronically the revised policy (if applicable), compare/contrast paper and completed worksheets.

Preceptor Directions:

1. Orient the intern to all of the management reports used in the operation of the nutrition services department.
2. Gauge intern understanding of meal reimbursement guidelines through review, questioning, and having the intern to complete the process for meal reimbursement.
3. Review with intern the policies and procedures for employee recruitment, on-boarding, performance management, discipline, and termination. Have the intern attend an interview or conduct a mock interview with the intern. Have the intern attend new employee orientation if possible. Have intern revise or write interview questions.
4. Review with the intern the comparisons and contrasts observed in manager shadowing.
5. Using the definition of performance standards rubric on the school food service rotation final evaluation document, at the completion of the rotation, assign a score for this activity on the rotation final evaluation form.



**Georgia Department of Public Health WIC Dietetic Internship Program
School Food Service Rotation Curriculum**

Management Report Worksheet
(To be completed independently by the intern after the activity)

1. What are the strengths and limitations of each of the management reports used?
2. What trends did you notice, if any?
3. What recommendations, if any, do you have for improvement in any or all report categories?
4. State and give an example of what knowledge, skill and/or ability you gained or enhanced from completing this activity that you can apply to future administrative jobs.

Budget Questions

1. Who plans the annual budget?
2. What budget method is used?
3. How often is the budget evaluated?
4. What is the process for budget revisions?

What are the revenue sources for the SN Department?



Georgia Department of Public Health WIC Dietetic Internship Program School Food Service Rotation Curriculum

Human Resources Worksheet

(To be completed independently by the intern after the activity is completed)

1. Job descriptions and a sample job posting.
 - Who writes and/or revises job descriptions? How often is this completed?
 - How are applicants screened and selected for interview?

2. Interview
 - For what job is the interview questions that you reviewed?
 - Who writes, reviews, and revises interview questions? How often is this completed?
 - Are the questions theoretical (i.e. “if you were in a conflict situation how would you react”) or behavioral (i.e., “talk about a time that you were involved in a workplace conflict”.)
 - Write 4 behavioral based interview questions.
 - What is the process for ranking candidates based on application and interview? Is the process objective or subjective? Explain your answer.

3. Employee orientation and on-boarding process
 - Review employee orientation materials. Who conducts employee orientation?
 - What are the components of the orientation/on-boarding (i.e. drug screening, criminal background check, medical clearance/immunization proof, organizational policies, and etc.)?



Georgia Department of Public Health WIC Dietetic Internship Program School Food Service Rotation Curriculum

4. Employee performance evaluation process
 - Are formal and informal evaluations of employee performance conducted? How often and by whom?

 - Review an employee performance evaluation tool and compare it to the job description. Are all job requirements reflected on the performance evaluation tool?

 - What recommendations, if any, would you make?

5. Conflict Resolution
 - What is the chain of command for addressing employee questions and issues?

 - What efforts are in place to prevent workplace conflict?

 - What is the process for addressing and resolving workplace conflicts?

6. Employee disciplinary processes
 - What are the steps in the disciplinary process up to and including termination?



Georgia Department of Public Health WIC Dietetic Internship Program School Food Service Rotation Curriculum

Key Concept: Leadership and Management Staff Relief

Competencies: CRD 2.5, CRD 2.8, CRD 2.11, CRD 2.13, CRD 3.5, CRD 4.1, CRD 4.10

Learning Objectives:

1. The intern will be able to work independently demonstrating competence at entry level.

Resources:

1. Preceptor
2. Textbook - Food Service Organizations: A Managerial and Systems Approach

Intern Directions:

1. Partner with a school nutrition manager for 1 week (24 hours) as assigned by preceptor.
2. Assist as needed with staff schedules, production schedules, food orders, meal reimbursements, etc. as defined manager role.
3. Work collaboratively with school and nutrition staff to complete all tasks as required.
4. At the completion of this activity, complete the Leadership and Management Worksheet Submit to preceptor for review and discussion. Submit to DI Program Director at the completion of the rotation.

Preceptor Directions:

1. Make staff relief assignment to intern.
2. At the completion of the activity, discuss the experience with the intern.
3. Using the staff relief activity rubric on page 21, score the intern at the completion of the activity and record the score on the rotation final evaluation.



**Georgia Department of Public Health Dietetic Internship
School Food Service Rotation Staff Relief Evaluation**

Indicate the frequency that the intern displayed the following behavior during the staff relief activity

5=always 4=usually 3=sometimes 2=rarely 0= never

Parameter Evaluated	5	4	3	2	0	Points Earned
Attention to Duty: Thorough and conscientious work; meets responsibilities in a timely manner						
Dependability: Works independently; punctual						
Judgment: Displays logical thinking and good decision making skills, stays within scope of practice						
Initiative: Works independently; takes an active role in self-learning; finds answers and problem solves independently						
Communication: Tactful, displays good verbal and written communication with colleagues, patients, and others						
Quality of Work: Produces the expected quality (accuracy, neatness) of work in the assigned area						
Cooperation: Works well with others; assumes appropriate share of work load; calm under pressure						
Attitude: Displays self- confidence, optimism, professional demeanor, accepts responsibility for mistakes, displays no defensiveness when receiving constructive criticism						
Total						

4 = 90 -100 3.5 = 85-89 3.0 = 75-84 2.0 = 74 or less Passing score is 3 or more

Total Points Earned _____/40 Number Grade _____

Please comment on interns strengths:

Please comment on intern opportunities for improvement:

Intern Signature _____ Date _____

Preceptor Signature _____ Date _____



**Georgia Department of Public Health Dietetic Internship
School Food Service Rotation Curriculum**

Directions – At the end of the rotation, complete the evaluation and record the score on the rotation final evaluation for professional behaviors

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		
Total	/100	

4 = 90 – 100 3.5 = 80 – 89 3.0 = 75 - 79 2.0= less than 75

Strongest Areas:

Areas for Improvement:



Georgia Department of Public Health Dietetic Internship
School Food Service Rotation Curriculum
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
School Food Service Rotation Curriculum**

Planned Experience	Competency Met	Score					Comments
Menu Development and Costing	CRD 1.3, CRD 2.5, CRD 3.3, CRD 3.5, CRD 3.6, CRD 4.6, CRD 4.8, CRD 4.9, CRD 4.10	4.0	3.5	3.0	2.0	1.0	
Nutrition Promotion Marketing	CRD 2.2 CRD 2.3 CRD 2.5, CRD 2.8, CRD 2.11, CRD 2.13, CRD 3.2 CRD 3.3 CRD 3.6	4.0	3.5	3.0	2.0	1.0	
Food Production, Portion Control and	CRD 1.3 CRD 2.5 CRD 2.11, CRD 4.7	4.0	3.5	3.0	2.0	1.0	
Purchasing, Receiving, Inventory & Disaster Planning	CRD 3.5, CRD 4.2	4.0	3.5	3.0	2.0	1.0	
Sanitation and Safety Audit/HACCP	CRD 1.3, CRD 2.5 CRD 2.11, CRD 4.2, CRD 4.4 CRD 4.7	4.0	3.5	3.0	2.0	1.0	
Facility Design and Procurement Proposal	CRD 1.3, CRD 4.8	4.0	3.5	3.0	2.0	1.0	
Department meetings and Employee Training	CRD 2.3, CRD 3.2, CRD 4.1	4.0	3.5	3.0	2.0	1.0	



**Georgia Department of Public Health Dietetic Internship
School Food Service Rotation Curriculum**

Planned Experience	Competency Met	Score	Comments					
Financial Management and Human Resource Management	CRD 4.5, CRD 4.6, CRD 4.9	<table border="1"> <tr> <td>4.0</td> <td>3.5</td> <td>3.0</td> <td>2.0</td> <td>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				
Staff Relief	CRD 2.5, CRD 2.8, CRD 2.11, CRD 2.13, CRD 3.5, CRD 4.1	<table border="1"> <tr> <td>4.0</td> <td>3.5</td> <td>3.0</td> <td>2.0</td> <td>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				
Professional Behaviors	CRD 2.1 CRD 2.7 CRD 2.11	<table border="1"> <tr> <td>4.0</td> <td>3.5</td> <td>3.0</td> <td>2.0</td> <td>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				

Add up total score _____/40 X 100= _____%

Did the intern score a 75% or above on the competency score (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 _____