

# COMMUNITY NUTRITION LEARNING ACTIVITIES 2021-2022

## Community Nutrition Objectives

After completing this rotation, the intern will be able to:

- Demonstrate and apply knowledge and skills related to current and emerging public health nutrition and community nutrition issues through evidence-based practice.
- Effectively assess and document the needs of clients participating in community nutrition programs.
- Apply community nutrition didactic knowledge while working with community-based organizations.
- Develop nutrition interventions and education programs tailored to individual and community-based populations.
- Demonstrate at least entry-level proficiency of ACEND competencies outlined in Community Nutrition Learning Activities.

## Intern and Preceptor Meetings

To ensure you have adequate support and help throughout your internship, you will meet periodically with your DI Faculty through phone calls or web-conferencing.

- There are **two** types of meetings:
  - **Intern Meeting:** meet with your DI Faculty before starting your COMMUNITY rotation.
  - **Preceptor Meeting:** meet with your DI Faculty and preceptor(s) during the first week of each new COMMUNITY facility.
    - It will be best to schedule the meeting after having had a chance to sit down and talk with your preceptor.
- To check your DI Faculty's availability and to schedule the meetings:
  - Go to the [USU DI Schedule Google Doc](#).
  - Select your DI Faculty using the tabs at the bottom of the page, and
  - **Follow the directions** provided online to get your meeting scheduled. **Please schedule meetings at least 24 hours in advance.**

## Community Rotation Activities

### 1. WEEKLY REPORTS and PROFESSIONALISM POINTS

- **Weekly Reports:** Submit your weekly report on Canvas no later than **Sunday at 9pm** following each completed week of your rotation. Your weekly report can be in Word or PDF format. Faculty responses to your weekly report will occur in Canvas. A grade of 5 points will be entered into Canvas each week for your submitted weekly report.
- **Professionalism Points:** DI faculty will award points for your professionalism and conduct throughout this rotation. At the end of your rotation the DI Faculty will update the score out of 100 points to reflect the Professionalism Points rubric. Your Professionalism Points will account for the following aspects, and each is worth 20 points.
  1. Weekly reports are submitted on time throughout the rotation, and preceptor/intern meetings are scheduled as required.
  2. Good communication is maintained throughout the rotation in the form of emails, phone calls, preceptor/intern meetings, etc.

3. Assignments are complete and submitted throughout the rotation without excessive returns for correction, indicating the intern read through the assignment instructions and followed them as closely as possible. If revisions are required, the intern reads through faculty feedback and applies it to resubmissions.
4. All assignments, modules, quizzes, and practice exam are submitted within the established deadline of 1 week following the last day in the rotation.
5. Professional conduct in all other aspects is maintained throughout the rotation.

## 2. COMMUNITY WORKSHEET

Complete this worksheet **PRIOR** to beginning your Community rotation to prepare for what may be encountered during the rotation.

- You may turn in a typed or legible handwritten version. This is the only assignment that can be handwritten. Any other assignments that are handwritten will be returned.
- DI faculty will put in a score for the completed worksheet. After the score has been entered, you will have access to the Worksheet Answer Key. You may use this to prepare for the rotation, and it can be a useful study aid when getting ready to take the RD Exam.
- **DO NOT SHARE THE ANSWER KEY WITH ANY CURRENT OR FUTURE INTERNS.** To do so is a direct violation of the USU Academic Integrity Policy and weakens its usefulness for you and for others.
- Submit the worksheet as a PDF file on Canvas.

## 3. COMMUNITY SKILLS SHEET

CRDN 2.1, 2.4, 2.6, 2.9, 2.11, 3.6, 4.4

- Review the Community Skills Sheet found on Canvas and on the website.
- Talk with your Community preceptor(s) to answer some of the questions on the documents and fill out the rest when appropriate during your community rotation.
- Only **one** Skills Sheet needs to be completed for your community rotation.
- Summarize answers on the Skills Sheet. Keep answers brief. Upload a PDF copy to Canvas.

## 4. COMMUNITY DISCUSSION BOARDS

CRDN 2.3

Online communication has become the norm in educational and professional life. Practice using online discussion boards to actively discuss rotation-related topics with classmates located in areas nationwide.

- Offer comments, questions, and/or replies to at **least two (2) different discussion topics** posted on Canvas (there will be many topics to choose from).
- To receive credit, comments or posts should meet the following requirements:
  - For each topic, you choose, **“Reply”** or post at least **two (2) times** to the discussion question or classmate posts.
  - Posts/replies should be 3-15 sentences long (not too short and not too long).
  - Posts/replies should be complete and grammatically correct.
  - Posts or comments should be engaging, develop critical thinking skills, make connections to real-life situations, generate new ideas, and/or offer suggestions that relate to practice.

## 5. NCP DOCUMENTATION & EVALUATION

CRDN 1.2, 2.2, 2.10, 3.1, 3.3

Practice using the Nutrition Care Process.

- Document on **ONE** client while you complete your rotation at WIC.
- Your notes should follow the ADIME paragraph format.
  - Do not use the Practice Case Study template.

- **DO NOT submit a note printed or copied from your facility's electronic charting system.** This is to prevent any type of patient-identifying, protected health information from accidentally being left on the note.
- *If you submit a note printed from your facility's charting system, the assignment will be returned, and you will need to resubmit the appropriate documents.*
- Complete a thorough nutrition assessment on the patient.
- Identify the nutrition diagnosis(es) in a PES statement using NCP standardized terminology. You must have at least one nutrition diagnosis.
- Plan and implement nutrition interventions:
  - Define the nutrition prescription.
  - Identify appropriate nutrition interventions strategies prioritizing the nutrition diagnosis. Ensure that intervention strategies correspond with current evidence and practice guidelines
  - Formulate goals that are targeted to the outcomes you expect your interventions to achieve.
- Specify appropriate indicators to be monitored, measured, and/or evaluated to determine the effectiveness of interventions.
- Have your preceptor evaluate each note using the **NCP Documentation Evaluation**.
  - Not all preceptors will be familiar with the NCP. They only need to evaluate you on the areas they feel comfortable with.
- Scan and save a copy of each ADIME note and the evaluations from your preceptor.
- Submit all PDF files via Canvas.

## 6. COUNSELING EVALUATIONS

CRDN 2.8, 3.3, 3.6, 3.7, 3.8

Counseling goes beyond education and is a supportive process characterized by a collaborative relationship between the counselor and the client to facilitate behavior change in the client. Effective counseling requires specific skills/techniques as well as on-going practice. You will have the opportunity to practice these counseling skills/techniques while working with clients in your community rotation. This assignment is usually completed as part of the WIC rotation.

Complete the following items (2 submissions required for this assignment):

- With the help of your preceptor (in the background if needed), choose **TWO** (2) clients to counsel (1 infant/child, 1 pregnant/breastfeeding woman) on your own.
- It is suggested that you observe your preceptor(s) counseling 2 or 3 times before completing this assignment.
- Discuss the counseling strategies/skills your preceptor(s) used and how or why they work.
- Have your preceptor evaluate you, using the **Counseling Evaluation**.
  - List the topic of the counseling you provided at the top of the evaluation.
  - A separate evaluation should be submitted for each counseling session.
- Scan and save each of the evaluations as a PDF and submit on Canvas.

## 7. MEAL PLANNING ON A BUDGET

CRDN 2.7, 3.7, 3.10

Food insecurity continues to be an issue across the nation. Approximately 11% of households have food insecurity, which translates to approximately 37.2 million people. As you work with clients in different areas of nutrition and dietetics practice, you will find that many people struggle to afford enough food to meet their needs. In addition, perceptions and exposure impact the food choices of individuals.

For this assignment, you will complete the Meal Planning on a Budget Skills Sheet. This will include compiling information that can be translated into resources for your community. You will also develop a menu for 1 adult with a budget of \$45 for a week of groceries. You will also provide a grocery list, pricing for each food item, and recipes. This tool can help promote success when working with clients who are motivated to make changes. It is common for clients to ask for meal suggestions and recipes.

Approach the shopping list as if they were purchasing their food week by week. If the food is packaged in a bag or jar, you must include the entire price of the food item (e.g. *if you need 4 tbsp peanut butter you must buy a container of peanut butter*).

- It is recommended that all items come from one store to save on transportation costs.
- This meal plan should include 3 meals per day and provide about 1800-2000 calories per day.
  - You do not need to provide an analysis of the menu, but it is important for you to evaluate it on your own to make sure you are meeting the basic needs of an adult.
  - You will want to choose the healthiest options possible.
- Use the **Meal Planning on a Budget Worksheet** provided in Canvas.
  - Depending on the community facility you are at, you may want to create a menu focused on the population you are working with; however, this is optional.
- Submit your completed worksheet on Canvas.

## 8. COMMUNITY INTERVENTION

CRDN 1.1, 1.3, 1.5, 2.2, 2.10, 3.1, 3.7, 4.8

This assignment is your opportunity to design and develop a “proposed” community-based intervention program addressing a **nutrition-related** problem in your community, city, or state. Ideas could be based on promoting healthy behaviors, implementing prevention strategies, fostering safe and healthy environments, or providing leadership and training, as a few suggestions. **This program DOES NOT need to be implemented.** Approach this assignment as if you were writing a program planning guide or a grant proposal. The steps of program planning are commonly addressed on the RD exam. *Tip: This assignment is more enjoyable if you choose a topic in which you are interested.*

*In this assignment, you will complete the following steps:*

1. Assessment of Community Needs
  2. Define Program Goals and Objectives
  3. Develop a Program Plan
  4. Develop a Management System
  5. Identify Funding Sources
  6. Implement the Program
  7. Evaluate Program Elements and Effectiveness
- Utilize the **Healthy People 2030 Topics and Objectives** <https://health.gov/healthypeople> to identify a topic that is a national nutrition-related concern.
  - Although many interns will be in WIC rotations when completing this assignment, this assignment does not need to connect to WIC.
    - Remember WIC is a government agency. All services by WIC are dictated by the government. You cannot add services to WIC as part of your community intervention.
  - Using the **Community Intervention Worksheet**, Example, and Tips (found on Canvas and the website), complete each community intervention step outlined.
  - Submit a PDF of the completed Community Intervention Worksheet on Canvas.

**9. CONSUMER NUTRITION ARTICLE**

CRDN 1.3, 1.4, 2.2, 2.10, 3.2, 3.3, 3.7, 3.8, 4.4

The purpose of this assignment is to practice translating scientific, evidence-based information into a nutrition-based article intended for the general public. This assignment will require a different type of writing than has been used for most of the other written assignments, as many consumers may not understand jargon typically used in medical or scientific literature. You will develop effective nutrition education materials and develop your skills using written and visual media with a focus on sharing nutrition-related information with the general public.

- This is not just a summary of research but an application of the research to real life. Write the article as if it would be going in a newsletter or magazine and written at the *8<sup>th</sup> grade reading level* or below.
- Choose a specific nutrition-related topic. The topic could be related to popular nutrition information, program, and/or trend. Ideas may come from questions from the public, reading a book or article, an advertisement, blog, or something you have been exposed to in your rotation.
- Identify a journal article that has been published in the **past 2 years** that you would like to use as your scientific article. This publication should be from a peer-reviewed journal.
  - Journal articles can be located using the JAND at <http://www.andjrn.org/>. Since you are a member of AND, you will have full access to journal articles
  - You can also use Pubmed through the USU Library, found under 'recommended databases' located here: [USU DI Library Guide](#).
- Once you have decided on your topic and identified a journal publication, write an article that translates the research findings or science into a concise, simple to understand publication.
  - Remember you are writing this for the **consumer**—not for other RDs or healthcare professionals.
  - The tone should be casual, positive, and written to encourage the average consumer to continue reading. Review the example provided on Canvas to help you master the writing style for this assignment.
  - Present pros and cons of the nutrition topic. Comments should be supported by research, **but you do not need to explain or review the research in your article.**
  - Summarize your conclusions and/or recommendations for the consumer.
  - Include in-text citations (AMA) and a reference list at the end of the article.
- **DETERMINING THE READING LEVEL:**
  - Use the SMOG Readability worksheet to determine the estimated grade level for the article you have written. All articles should be written at an **8th-grade level** or below.
  - There are three PDF documents to submit for this assignment:
    - A copy of the journal article,
    - the consumer article you wrote,
    - and the SMOG worksheet.

**10. LEGISLATION SKILLS SHEET**

CRDN 2.14

Public policy creates jobs for RDNs and improves the health of Americans. Develop a basic understanding of the state versus federal legislative process and how issues can impact nutrition and dietetics. Review the **Legislation Skills Sheet** found on Canvas and the website.

- Read over the Academy of Nutrition and Dietetics' **Legislative Process** PDF (found on Canvas and the website).
- Identify your elected government officials and the legislative issues your representatives support by using [congress.gov](http://congress.gov) or [govtrack.us](http://govtrack.us).

- Use [govtrack.us](http://govtrack.us) to research current bills or resolutions that will potentially affect healthcare (nutrition and diet) this year. Choose a recent bill or resolution you are interested in, read through the bill, and decide where you might stand on the issue.
- **Regulation-** Rules/regulations are made AFTER legislation has been passed. These are the “functional part” of how things are going to get implemented. Once the legislation is passed, the responsibility of determining rules/regulations is then assigned to the appropriate governing agency (FDA, UDSA, etc.). The governing agency disseminates an initial set of rules/regulations and then requests public comments/feedback on the proposed rules/regulations before being finalized. For this assignment, you will practice writing formal comments addressing nutrition-related topics:
  - Find a rule or regulations that is currently open for comment using the website [regulations.gov](http://regulations.gov). Use search words such as “food”, “nutrition”, and “diet” to narrow down the options. You are not required to submit a comment but encouraged to do so. You will document the information you identified.
- Link public policy with the impact on community nutrition programs.
- Briefly summarize answers on the **Legislation Skills Sheet**.
- Save a PDF copy and submit it on Canvas.

## 11. NUTRITION ADVOCACY

CRDN 1.3, 2.2, 2.8, 2.14

It is important that all RDNs understand the impact of advocacy on our profession.

- **Action Center-** It is important that nutrition professionals advocate for their clients and patients as well as their profession. Support for nutrition is not only good public policy, it is also good politics. As a dietitian, you will have the ability and responsibility to urge consumers and lawmakers to learn about the positive role nutrition plays in healthy lifestyles. Nutrition also plays a significant role in disease management and treatment. The action center provides RDNs an easy way to share their voices and be involved.
  - For this assignment, you will go to [www.eatrightpro.org/action-center](http://www.eatrightpro.org/action-center) and participate in an Action Alert.
    - Once you have chosen your Action Alert, you will be prompted to enter your information. This information is used to locate your government official. You then have the option to view the letter being sent and to make any adjustments as you see fit.
    - You will then submit the Action Alert.
    - Within a few minutes, you will receive a confirmation from AND which you can save as a PDF and upload to Canvas.
  - If there are no Action Alerts available, a second option is to go to <https://www.diabeteseducator.org/advocacy/aade-legislative-action-center#/>

For additional information related to advocacy, review the following information on the AND website: <http://www.eatrightpro.org/resource/advocacy/action-center/getting-started/tips-for-success-in-advocacy>

## 12. REFLECTION

CRDN 1.6, 2.3, 2.4, 2.9, 2.10, 2.11, 2.12

Community nutrition encompasses a wide variety of topics focused at improving or maintaining the optimal health of a population or specific groups of people. Each community nutrition rotation is unique. As you approach the end of this rotation(s), reflect on the roles that dietitians fill in this area and the experiences you participated in.

- Complete the **Community Reflection Worksheet**, save it as a PDF and submit on Canvas.

**13. OTHER EVALUATIONS AND LOGS**

CRDN 2.12

Complete all the evaluations and logs listed on the checklist. Save or scan as a PDF and submit on Canvas. These will be filled out by you or your preceptor, as labeled on the checklist. They include:

- **Preceptor & Facility Evaluation**
- **Community Final Evaluation**
- **Daily Hour Log**
  - Maintain a daily record of your activities and the amount of time you complete in your rotation.
    - Tabs at the bottom of the Excel form describe the type of hour logs that are available so you can select the one that works best for the breakdown of your rotations.
  - Remember **ONLY** supervised practice hours should be counted and recorded:
    - Supervised practice is defined as hours spent in activities in work environments under the guidance and oversight of a qualified practitioner designated as a preceptor.
    - Learning activities performed by interns that are NOT typically performed as part of the preceptor's work responsibilities, such as writing papers, completing a study guide or other homework should NOT be counted towards fulfilling supervised practice hours.
    - If you have questions or concerns, please contact your DI Faculty.
  - Once completed, show the log to your preceptor and have them sign the separate **Daily Hour Log Verification Page** to verify the information is accurate. You will also sign the verification page to verify the time you have recorded is accurate.
    - Submit PDF copies of the **Daily Hour Log(s)** and the **Daily Hour Log Verification Page** on Canvas.
    - If you are doing your rotation in more than one facility, you can submit individual logs for each facility or wait and submit the full log after finishing at all facilities.
- **Course Evaluation**
  - Once you have completed the Community rotation, please take a few minutes to complete the online course evaluation.

**14. ONLINE CASE STUDIES**

CRDN 1.2, 1.3, 2.10, 3.1, 4.4

Complete the following case studies found in the Community Canvas course:

- **NCP Practice Case Studies**
  - Complete the **TWO (2)** written case studies.
  - These should be completed and submitted **one at a time** over the course of the community rotation. Aim to turn **one in every other week** during the community rotation to provide time to get feedback before completing the next case study.
  - You will not be able to complete multiple case studies all at once. You will not have access to the next case study until the previous case study has been graded. *Beware that waiting too long and then trying to submit both at the end of the rotation will delay you finishing the rotation on time.*

**15. LEARNING MODULES, APPLICATION, AND COMMUNITY PRACTICE EXAM**

- **Community Modules & Application**- Complete the module activities (e.g. lectures, quizzes, case studies). Quizzes and case studies are open book, open note, but not open neighbor.
  - The modules can be completed in any order, but all must be complete by the rotation end.
  - It is recommended that you complete these over the course of the rotation to prevent a bottleneck at the end of the rotation.

- **Community Practice Exam-** This exam (found on Canvas) can be taken anytime during the **last two weeks** of your rotation.
  - The Community Practice Exam is a closed book, timed, and **difficult**. It will take you approximately one hour to complete, and you have a time limit of 90 minutes. It usually takes interns at least two times to pass with the required 80%. **You must wait 48 hours before you can retake the exam.**
  - The purpose of this exam is to give you a glimpse of what the real RD exam will be like. It will cover items that you learned both in your didactic coursework and the internship. There is no specific study guide for this exam; however, it is organized based on the [CDR RD Exam Study guide](#) which we encourage you to access.
  - The exam will have questions on topics that did not necessarily come up during your community rotations and modules because it will draw from both the internship and your DPD courses, just as the RD exam will.
  - The exam will be proctored remotely through a Canvas extension program called Proctorio. You **must** use the Chrome web browser. You **must** have a webcam to proceed. Before you begin the exam, Proctorio will check your computer settings and provide instructions on what settings to change or adjustments to be made before you can proceed.
  - During the exam, the following will be restricted:
    - Your browser will be in full screen mode during the exam preventing you from opening any other programs. If you leave the exam, it will end automatically.
    - Any loss of network connectivity and the exam will end automatically. Please make sure your current connection is stable during the entire exam.
    - Your clipboard will be disabled during the exam. Copy and paste functions will not work and your current clipboard will be emptied.
    - Once your exam is submitted, the browser cache will be cleared.
    - You will not be able to begin the exam until you disconnect additional screens or monitors.
    - You will not be allowed to open new tabs or windows during the exam.
    - You will not be allowed to print the exam.
  - The following information will be collected during the duration of the exam:
    - Your webcam
    - Your physical location
    - Your clipboard
    - Your mouse location
    - Your browser size
    - Your browser tabs and windows
    - Your head movements
    - Your eye movements
    - Your mouth movements
    - Your entire screen
    - Any other applications running
    - Number of display screens connected