



Dietetic Internships in the Child Nutrition Programs

Example Activities for Dietetic Interns

Introduction

Dietetic interns are in an opportune position to help provide nutrition technical assistance and training to those operating the U.S. Department of Agriculture’s Child Nutrition Programs (CNP). During a rotation at a Child Nutrition State agency, dietetic interns can help CNP operators meet the Programs’ nutrition requirements, while helping fight hunger, reducing obesity, and meeting their dietetic internship competencies. A rotation at a State Child Nutrition agency can provide dietetic interns with professional experience to help with future employment opportunities at State or local-level Child Nutrition Programs, making it a win-win for the dietetic intern and the State Agency.

Please note that while USDA strongly supports dietetic interns completing rotations at State agencies to improve the effectiveness and efficiency of Child Nutrition Programs when appropriate, this support does not constitute endorsement of the Academy of Nutrition and Dietetics. The Accreditation Council for Education in Nutrition and Dietetics, the accrediting agency for the Academy, sets standards for nutrition and dietetic education programs (including dietetic internships), evaluates programs against the standards and awards accreditation to programs demonstrating compliance with the standards.

Example Activities

This resource provides 11 examples of activities that a dietetic intern (intern) could complete when doing a rotation at a State Child Nutrition agency. An overall description and step-by-step instructions are provided for each activity. Please note that these are just examples – ultimately, the activities an intern completes during a rotation are decided at the



United States Department of Agriculture

preceptor's discretion. Also, it is important that the preceptor and intern maintain communication throughout the internship to ensure a mutually beneficial experience.

The Knowledge and Competencies gained by completing each activity is listed. The Core Competencies are determined by the Accreditation Council for Education in Nutrition and Dietetics, the accrediting agency of the Academy, and guide dietetic program curriculum so that upon completion of the program graduates are able to demonstrate certain knowledge and skills. The 2012 and 2017 Standards for Dietitian Education Programs are available here:

<http://www.eatrightacend.org/ACEND/>

Review and Enhance Menu

Description

Review and enhance a currently existing menu. (5-25 hours)

Instructions

1. Intern will work with Preceptor and/or Child Nutrition Program (CNP) site operator to select a menu to update.
2. Intern will evaluate the menu for color, appearance, taste, texture, and alignment with the corresponding CNP meal pattern requirements. Intern will conduct a cost and nutrient analysis.
3. Intern revises the menu (or makes recommendations) within budget, labor and equipment restraints. Intern will ensure the revised menu aligns with federal regulations for the appropriate CNP, and that the menu is culturally appropriate and meets health needs of the children being served.
4. Intern determines the total cost of the menu (food cost, labor cost, total cost vs reimbursement) and the cost per serving.
5. Intern formulates a production sheet showing personnel and equipment needed, as well as time schedule to produce each day's menu.
6. If possible, intern can indicate recipes needed for new menu items.
7. If possible, intern can work with Preceptor and CNP site operator to schedule the personnel and equipment necessary to produce the new menu. Additionally, the intern can produce the new menu items and conduct taste test with target audience to gain feedback and incorporate the feedback into the menu.
8. The Preceptor, or other State agency staff and CNP site operators, will review the new menu and make suggestions along the way.

Knowledge	Competencies
<ul style="list-style-type: none"> ▪ KRD 3.2: The curriculum must include the role of the environment, food, nutrition, and lifestyle choices in health promotion and disease prevention ▪ KRD 4.2: The curriculum must include content related to quality management of food and nutrition services ▪ KRD 4.3: The curriculum must include the fundamentals of public policy, including legislative and regulatory basis of dietetics practice ▪ KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification, and evaluation of recipes, menus and food products acceptable to diverse groups 	<ul style="list-style-type: none"> ▪ CRD 1.5: Conduct projects using appropriate research methods, ethical procedures, and data analysis ▪ CRD 2.1: Practice in compliance with current federal regulations and State statues 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 ▪ CRD 2.8: Apply leadership skills to achieve desired outcomes ▪ CRD 3.3: Develop and deliver products, programs, or services that promote consumer health, wealth and lifestyle management ▪ CRD 3.5: Coordinate procurement, production, distribution and service of goods and services ▪ CRD 3.6: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals ▪ CRD 4.5: Use current informatics technology to develop, store, retrieve, and disseminate information and data ▪ CRD 4.9: Analyze financial data to assess utilization of resources ▪ CRD 4.10: Develop a plan to provide and develop a product, program, or service that includes a budget, staffing, equipment, and supplies
Notes	
<p>Resources:</p> <ul style="list-style-type: none"> ▪ USDA Food Buying Guide for Child Nutrition Programs (http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs) ▪ Updated CACFP Nutrition Standards (http://www.fns.usda.gov/cacfp/meals-and-snacks) <ul style="list-style-type: none"> ▪ CACFP Policy and Guidance (http://www.fns.usda.gov/cacfp/policy) ▪ School Meal Programs Nutrition Standards (http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals) <ul style="list-style-type: none"> ▪ Schools Policy and Guidance (http://www.fns.usda.gov/school-meals/policy) <p>Shortened version: Intern reviews and evaluates current menu and provides recommendations for changes (steps 1-3).</p>	
Evaluation	
<p>Factors to consider:</p> <ul style="list-style-type: none"> ▪ Accuracy of cost and nutrient analysis ▪ Feasibility of new menu, or recommendations made ▪ Nutritional adequacy, flavor, texture, temperature, color, children's acceptability of menu ▪ Production schedule demonstrates that the intern understands the food preparation requirements for equipment, labor, and production times 	

Menu Development

Description

Create a cycle menu with cost and nutrient analysis. (5-25 hours)

Instructions

1. Intern will work with Preceptor and/or CNP site operator to decide what meals need to be included, how many weeks the cycle menu should be, etc.
2. Working with the Preceptor/CNP site operator, the intern will learn the age, eating habits/preferences, culture, and nutritional requirements of the children receiving the food.
3. Intern reviews meal pattern requirements for the corresponding CNP and the Food Buying Guide resources (see Notes column).
4. Intern plans menu within budget, labor and equipment restraints. Intern ensures the menu aligns with Federal regulations for the appropriate CNP, and that the menu is culturally appropriate and meets health needs of the children being served.
5. Intern determines the total cost of the menu (food cost, labor cost, total cost vs reimbursement) and the cost per serving.
6. Intern formulates a production sheet showing personnel and equipment needed, as well as time schedule to produce each day's menu.
7. If possible, intern can indicate recipes needed for menu items.
8. If possible, intern can work with Preceptor and CNP site operator to schedule the personnel and equipment necessary to produce the menu. Additionally, the intern can produce the menu items and conduct taste test with target audience to gain feedback and incorporate the feedback into the menu.
9. The Preceptor, or other State agency staff and CNP site operators, will review the menu and make suggestions along the way.

Knowledge	Competencies
<ul style="list-style-type: none"> ▪ KRD 3.2: The curriculum must include the role of the environment, food, nutrition, and lifestyle choices in health promotion and disease prevention ▪ KRD 4.2: The curriculum must include content related to quality management of food and nutrition services ▪ KRD 4.3: The curriculum must include the fundamentals of public policy, including legislative and regulatory basis of dietetics practice ▪ KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification, and evaluation of recipes, menus and food products acceptable to diverse groups 	<ul style="list-style-type: none"> ▪ CRD 1.5: Conduct projects using appropriate research methods, ethical procedures, and data analysis ▪ CRD 2.1: Practice in compliance with current federal regulations and State statues 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 ▪ CRD 2.8: Apply leadership skills to achieve desired outcomes ▪ CRD 3.3: Develop and deliver products, programs, or services that promote consumer health, wealth and lifestyle management ▪ CRD 3.5: Coordinate procurement, production, distribution and service of goods and services ▪ CRD 3.6: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals ▪ CRD 4.5: Use current informatics technology to develop, store, retrieve, and disseminate information and data ▪ CRD 4.9: Analyze financial data to assess utilization of resources ▪ CRD 4.10: Develop a plan to provide and develop a product, program, or service that includes a budget, staffing, equipment, and supplies.
Notes	
<p>Resources:</p> <ul style="list-style-type: none"> ▪ USDA Food Buying Guide for Child Nutrition Programs (http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs) ▪ Updated CACFP Nutrition Standards (http://www.fns.usda.gov/cacfp/meals-and-snacks) <ul style="list-style-type: none"> ▪ CACFP Policy and Guidance (http://www.fns.usda.gov/cacfp/policy) ▪ School Meal Programs Nutrition Standards (http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals) <ul style="list-style-type: none"> ▪ Schools Policy and Guidance (http://www.fns.usda.gov/school-meals/policy) <p>Shortened version: Intern develops a menu and conducts analysis (steps 1-4).</p>	
Evaluation	
<p>Factors to consider:</p> <ul style="list-style-type: none"> ▪ Accuracy of cost and nutrient analysis ▪ Feasibility of new menu, or recommendations made ▪ Nutritional adequacy, flavor, texture, temperature, color, children's acceptability of menu ▪ Production schedule demonstrates that the intern understands the food preparation requirements for equipment, labor, and production times 	

Theme Menu

Description

Develop a menu and adjust recipes for a special ethnic holiday, theme, or celebration. (5-10 hours)

Instructions

1. Intern will work with Preceptor and CNP site staff to identify a holiday, celebration or event for the themed menu
2. Preceptor and CNP site will provide previous menus, if possible, for the intern to use to develop a new themed menu. Intern will informally interview CNP site staff to learn about the children receiving the meal and their age, eating habits/preferences, culture, and nutritional requirements of the children receiving the food
3. Intern reviews meal pattern requirements for the corresponding CNP and the Food Buying Guide resources (see Notes column)
4. Intern develops theme menu within budget, labor and equipment restraints, aligns with federal regulations for the appropriate CNP, and meets the health needs of the children being served
5. Preceptor and CNP site staff will review menu and make suggestions
6. If possible, intern can develop a recipe for the new menu
7. If possible, intern can plan purchasing, production distribution and service. Intern calculates the cost of the special event menu and evaluates children's acceptability of the menu

Knowledge

- KRD 3.2: The curriculum must include the role of the environment, food, nutrition, and lifestyle choices in health promotion and disease prevention
- KRD 4.2: The curriculum must include content related to quality management of food and nutrition services
- KRD 4.3: The curriculum must include the fundamentals of public policy, including legislative and regulatory basis of dietetics practice
- KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification, and evaluation of recipes, menus and food products acceptable to diverse groups

Competencies

- CRD 2.1: Practice in compliance with current federal regulations and State statues 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
- CRD 2.8: Apply leadership skills to achieve desired outcomes
- CRD 2.10: Develop collaborative relationships with other health professionals and support personnel to deliver effective nutrition services
- CRD 3.3: Develop and deliver products, programs, or services that promote consumer health, wealth and lifestyle management
- CRD 3.5: Coordinate procurement, production, distribution and service of goods and services
- CRD 3.6: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

Notes

Resources:

- USDA Food Buying Guide for Child Nutrition Programs (<http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs>)
- Updated CACFP Nutrition Standards (<http://www.fns.usda.gov/cacfp/meals-and-snacks>)
 - CACFP Policy and Guidance (<http://www.fns.usda.gov/cacfp/policy>)
- School Meal Programs Nutrition Standards (<http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>)
 - Schools Policy and Guidance (<http://www.fns.usda.gov/school-meals/policy>)
- Team Nutrition Popular Events Idea Booklet (<http://www.fns.usda.gov/team-nutrition-popular-events-idea-booklet>)

Shortened version: Intern develops themed menu (steps 1-5) only.

Evaluation

Factors to consider:

- Feasibility of themed menu
- Nutritional adequacy, flavor, texture, temperature, color, children's acceptability of menu
- Production schedule demonstrates that the intern understands the food preparation requirements for equipment, labor, and production times

Healthier CNPs

Description

Evaluate a CNP against the USDA Healthier US School Challenge Criteria or CACFP Best Practices, as appropriate. (5-10 hours)

Instructions

1. Intern will examine the Healthier US School Challenge (HUSSC) website or CACFP Best Practices to become familiar with the program, criteria or best practices
2. Working with the Preceptor, intern will select a CNP site and will its menu to the HUSSC criteria and checklist or the CACFP Best Practices, and identify criteria or best practices not met. If necessary, intern writes a summary of feasible strategies or recommendations for meeting the HUSSC criteria or CACFP best practices.
3. Intern will discuss findings and recommendations with Preceptor and CNP site operator. For HUSSC, if possible, intern will develop strategy for applying for a HUSSC distinction award.

Knowledge

- KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature, and integration of research principles into evidence-based practice
- KRD. 2.1: The curriculum must include opportunities to develop a variety of communication skill sufficient for entry into pre-professional practice
- KRD 4.2: The curriculum must include content related to quality management of food and nutrition services

Competencies

- CRD 1.1: Select indicators of program quality and/or customer service and measure achievement of outcomes
- CRD 1.3: Justify programs, products, services, and care using appropriate evidence or care
- CRD 3.3: Develop and deliver products, programs, or services that promote consumer health, wellness, and lifestyle management
- CRD 4.6: Analyze quality, financial or productivity data and develop a plan for intervention

Notes

Resources:

- USDA HUSSC website (<http://www.fns.usda.gov/hussc/healthierus-school-challenge-smarter-lunchrooms>)
- CACFP Best Practices (<http://www.fns.usda.gov/cacfp/optional-best-practices-further-improve-nutrition-child-and-adult-care-food-program-meal-pattern>)

Evaluation

Factors to Consider

- Assessment of CNP with HUSSC and CACFP best practices is complete and accurate
- Presents findings and recommendations clearly and in appropriate manner for audience
- Feasibility of recommendations made

Store Tour

Description

Plan and conduct a store tour for CACFP sponsors, CACFP day care home providers, or other CACFP providers that self-prepare meals, at a grocery store. (5-10 hours)

The store could be a traditional grocery store, a corner market/convenience store, a farmers market, or retail outlet that provides a wide selection of food. The store should be in close proximity to where the tour participants live. On the tour, the intern should highlight foods that comply with the updated CACFP meal pattern requirements, as well as teach participants how to read nutrition facts labels and compare unit prices to get the best deals.

Instructions

1. Preceptor will make prior arrangements with the grocery store/market to schedule a date and time for the intern to tour the store.
2. Preceptor will provide existing guides, toolkits, resources (if possible) for the intern to use to develop the store tour that is most appealing and effective for the audience and location.
3. Intern plans the tour.
4. Interns should build a resource folder that will be given to each participant. The resource folder should include key points that will be discussed on the tour, healthy eating information, recipes, an evaluation, and any coupons or incentives the store may have provided.
5. Intern conducts the store tour.
6. If possible, intern administers a pre- and post-test (develop new or use existing) to the tour participants to assess delivery of presentation, changes in knowledge, and/or future topics of interest.
7. Interns should follow-up after the store visit with a thank you note to the manager of the store where the tour was conducted.
8. If not already available, the intern will construct a resource kit so this activity is easily replicated by others in the future. Include outlines, resources, evaluations, handouts, key contacts, and any suggestions for improvements.

Knowledge	Competencies
<ul style="list-style-type: none"> ▪ KRD 2.1: The curriculum must include opportunities to develop a variety of communication skill sufficient for entry into pre-professional practice ▪ KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods ▪ KRD 3.2: The curriculum must include the role of the environment, food, nutrition, and lifestyle choices in health promotion and disease prevention ▪ KRD 3.3: The curriculum must include education and behavior change theories and techniques 	<ul style="list-style-type: none"> ▪ CRD 2.2: Demonstrate professional writing skills ▪ CRD 2.3: Design, implement, and evaluate presentations to a target audience ▪ CRD 2.4: Use effective education and counseling skills to facilitate behavior change ▪ CRD 2.8: Apply leadership skills to achieve desired outcomes ▪ CRD 2.11: Demonstrate professional attributes within various organizational cultures ▪ CRD 3.2: Demonstrate effective communication skills for customer services in a variety of formats. ▪ CRD 3.3: Develop and deliver products, programs, or services that promote consumer health, wellness, and lifestyle management ▪ CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends.
Notes	
<p>Resources:</p> <ul style="list-style-type: none"> ▪ Consider utilizing the Share Our Strength's "Cooking Matters at the Store" materials: http://cookingmatters.org/at-the-store ▪ Updated CACFP Nutrition Standards (http://www.fns.usda.gov/cacfp/meals-and-snacks) <ul style="list-style-type: none"> ▪ CACFP Policy and Guidance (http://www.fns.usda.gov/cacfp/policy) ▪ USDA Food Buying Guide for Child Nutrition Programs (http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs) ▪ USDA Nutrition Facts Labels Resources (https://snaped.fns.usda.gov/resource-library/handouts-and-web-sites/using-nutrition-facts-labels) 	
Evaluation	
<p>Factors to consider:</p> <ul style="list-style-type: none"> ▪ Tour and materials are clearly organized ▪ Participants are engaged and intern manages the group well ▪ Store tour messages (and foods/recipes tasted, if any) are culturally appropriate ▪ Seldom looks at notes during tour ▪ Engaging and interactive with participants as appropriate 	

Nutrition Class or Cooking Demonstration

Description

Plan and conduct a nutrition class or cooking demonstration to CNP operators/CNP foodservice staff. (5-15 hours)

Utilize interactive education techniques such as group activities or making or tasting a recipe. Make sure to utilize foods and menus that meet the appropriate CNP's meal pattern requirements. Include tips for safe food handling (such as cross contamination, cooking temperatures, storage, etc.)

Instructions

1. Preceptor will make prior arrangements with CNP operator or site for a date and time for the intern to teach the class.
2. Intern will work with Preceptor and/or CNP operator or site to determine appropriate class topic, such as how to cook with whole grains, how to identify whole grain-rich foods, etc.
3. Intern will review education resources available at USDA's Healthy Meals Resource System, Team Nutrition's Resource Library, and the Institute of Child Nutrition's (ICN) Resource Center.
4. Intern plans the nutrition class or cooking demonstration.
5. If a cooking demonstration is possible, the intern will select a USDA standardized recipe from What's Cooking? USDA Mixing Bowl Website or USDA's Healthy Eating Resource System. The recipe selected should be appropriate and feasible for the CNP operators/foodservice staff to prepare at the CNP site. For example, the recipe should be low-cost, use common ingredients, use kitchen equipment the CNP site already has, and should be appropriate for the cooking skill level of the operators/foodservice staff. Or, instead of using a recipe, the intern can focus on healthy cooking techniques for one or multiple foods (e.g. baked instead of fried fish, tasty ways to prepare vegetables kids will enjoy, reducing sodium, etc.).
6. Intern will ensure that nutrition class or cooking demonstration lesson includes the following elements: goals/objectives, curriculum, budget, materials/supplies, schedule, staff/volunteer roles, and evaluation.
7. If distributing food samples to participants, interns must prepare food samples following the regulations of the local county health department.
8. Develop or revise any handouts for the nutrition and cooking program with the target audience in mind.
9. If possible, conduct pre- and post-tests (develop new or revise existing) for the class to assess the delivery of presentations, changes in knowledge, and future topics of interest.
10. If not already available, the intern will construct a resource kit so this activity is easily replicated by others in the future. Include outlines, resources, evaluations, handouts, key contacts, and any suggestions for improvements.

Knowledge	Competencies
<ul style="list-style-type: none"> ▪ KRD 2.1: The curriculum must include opportunities to develop a variety of communication skill sufficient for entry into pre-professional practice ▪ KRD 3.2: The curriculum must include the role of the environment, food, nutrition, and lifestyle choices in health promotion and disease prevention ▪ KRD 4.2: The curriculum must include content related to quality management of food and nutrition services ▪ KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification, and evaluation of recipes, menus and food products acceptable to diverse groups 	<ul style="list-style-type: none"> ▪ CRD 1.1: Select indicators of program quality and/or customer service and measure achievement of outcomes ▪ CRD 2.3: Design, implement, and evaluate presentations to a target audience ▪ CRD 2.4 Use effective education and counseling skills to facilitate behavior change ▪ CRD 2.8: Apply leadership skills to achieve desired outcomes ▪ CRD 3.2: Demonstrate effective communication skills for customer services in a variety of formats. ▪ CRD 3.3: Develop and deliver products, programs, or services that promote consumer health, wellness, and lifestyle management ▪ CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends
Notes	
<p>Resources:</p> <ul style="list-style-type: none"> ▪ Find nutrition education resources at USDA's Healthy Meals Resource System (http://healthymeals.nal.usda.gov/) ▪ Team Nutrition Resource Library (http://www.fns.usda.gov/tn/resource-library) ▪ USDA Farm to School Resource Library (http://www.fns.usda.gov/farmentoschool/farm-school-resources) ▪ ICN's Resource Library (http://theicn.org/Templates/TemplateDivision.aspx?q=cEIEPTI=) ▪ USDA Food Buying Guide for Child Nutrition Programs (http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs) ▪ Updated CACFP Nutrition Standards (http://www.fns.usda.gov/cacfp/meals-and-snacks) <ul style="list-style-type: none"> ▪ CACFP Policy and Guidance (http://www.fns.usda.gov/cacfp/policy) ▪ School Meal Programs Nutrition Standards (http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals) <ul style="list-style-type: none"> ▪ Schools Policy and Guidance (http://www.fns.usda.gov/school-meals/policy) <p>Recipes: USDA standardized recipes on the What's Cooking? USDA Mixing Bowl website (https://www.whatscooking.fns.usda.gov/), USDA's Healthy Meals Resource Systems (http://healthymeals.nal.usda.gov/recipes).</p>	

Evaluation

Factors to consider:

- Information presented in the class is relevant, complete, accurate, and current
- Class is presented clearly and used language appropriate for the audience
- If cooking demo was performed, used appropriate food/recipe for audience
- Engaging and interactive with audience as appropriate

Food Safety Training

Description

Enhance or create a food safety training presentation for CNP operators. (5-15 hours)

Instructions

1. Intern will review current food safety curriculum and other resources provided by the Preceptor. Locate and review regulatory food safety laws provided by the Preceptor (i.e. Federal, State, county, or city governments), as well as any best practices. Discuss critical food safety issues with Preceptor.
2. Preceptor and intern will determine whether to enhance an existing presentation or create a new one, and will also determine the specific food safety topics that would be best for the audience selected.
3. Preceptor and intern will determine the audience and what level of information the audience requires, i.e. school food service staff, CACFP sponsors, CACFP day care home providers, etc. Intern will establish the best delivery mechanism for the audience, including appropriate use of technology (i.e. in-person PowerPoint presentation, hands-on workshop with interactive activities/learning stations, webinar, etc.)
4. Intern will contact a State licensed public health professional to ensure presented information follows State and local food safety laws.
5. Intern will ensure that enhanced or new training includes the following elements: goals/objectives, curriculum, budget, materials/supplies, schedule, staff/volunteer roles, and evaluation.
6. Work with Preceptor or other key staff to identify opportunities for collaboration with a CNP site staff member.
7. Organize information of suggested enhancement or creation of presentation and submit to Preceptor.
8. Conduct enhanced or new presentation to the intended audience under supervision of State licensed public health professional.
9. Conduct evaluation of the presentation using existing or new evaluation form to assess the delivery of the presentation, changes in knowledge, and future topics of interest.

Knowledge	Competencies
<ul style="list-style-type: none"> ▪ KRD 2.1: The curriculum must include opportunities to develop a variety of communication skill sufficient for entry into pre-professional practice ▪ KRD 3.2: The curriculum must include the role of the environment, food, nutrition, and lifestyle choices in health promotion and disease prevention ▪ KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services ▪ KRD 4.2: The curriculum must include content related to quality management of food and nutrition services 	<ul style="list-style-type: none"> ▪ CRD 2.3: Design, implement, and evaluate presentations to a target audience ▪ CRD 2.8: Apply leadership skills to achieve desired outcomes ▪ CRD 2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services ▪ CRD 2.11: Demonstrate professional attributes within various organizational cultures ▪ CRD 3.2 Demonstrate effective communication skills for customer services in a variety of formats ▪ CRD 3.3: Develop and deliver products, programs, or services that promote consumer health, wealth and lifestyle management ▪ CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends ▪ CRD 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food ▪ CRD 4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment
Notes	
<p>Resources:</p> <ul style="list-style-type: none"> ▪ USDA Office of Food Safety (http://www.fns.usda.gov/food-safety/food-safety) ▪ ICN Care Connection: Food Safety (http://www.theicn.org/ResourceOverview.aspx?ID=205) ▪ Team Nutrition Resource Library (http://www.fns.usda.gov/tn/resource-library) <p>Shortened version: Intern enhances or creates a food safety training but does not present it (steps 1 through 7)</p>	
Evaluation	
<p>Factors to consider:</p> <ul style="list-style-type: none"> ▪ Information presented in the class is relevant, complete, accurate, and current ▪ Any materials developed (handouts, slides, etc.) are high quality and appropriate for the audience ▪ Training is presented clearly and used appropriate language for the audience ▪ Engaging and interactive with audience as appropriate 	

Plate Waste Study

Description

Conduct a plate waste study to make recommendations to improve acceptability of meals served and reduce food waste (10-15 hours)

Instructions

1. Preceptor will make arrangements and connect intern with CNP site where the plate waste study can take place.
2. Intern will discuss with the Preceptor and CNP site operator the goals and objectives of the plate waste study.
3. Working with the CNP site operator, the intern will select a meal service to conduct the plate waste study.
4. Intern conducts the study: observe and record the types and weight of food waste. Separate the discarded food into separate waste container. Describe the foods discarded and calculate the weight of the food waste. Calculate the approximate cost of the discarded food.
5. Intern summarizes the findings and makes recommendations to minimize food waste, reduce food costs, and increase acceptability of meals.

Knowledge

- KR1 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice
- KR1 3.2: The curriculum must include the role of the environment, food, nutrition, and lifestyle choices in health promotion and disease prevention
- KR1 4.2: The curriculum must include content related to quality management of food and nutrition services

Competencies

- CR1 1.1: Select indicators of program quality and/or customer service and measure achievement of outcomes
- CR1 1.5: Conduct projects using appropriate research methods, ethical procedures, and data analysis
- CR1 2.9: Participate in professional and community organizations
- CR1 4.4: Conduct clinical and customer service quality management activities
- CR1 4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment
- CR1 4.8: Conduct feasibility studies for products, programs, or services with consideration of cost and benefits

Notes

Resources:

- USDA Solutions to Ending School Food Waste (<http://www.fns.usda.gov/school-meals/creative-solutions-ending-school-food-waste>)
- USDA Let's Talk Trash (<http://www.choosemyplate.gov/lets-talk-trash>)

Evaluation

Factors to consider:

- Ability to plan and execute the study
- Ability to analyze the results and implications for the CNP
- Feasibility of recommendations

Develop & Assess, or Enhance Resource

Description

Develop or enhance one new nutrition education resource appropriate for CNP operators. (5-10 hours)

Instructions

1. If feasible, intern will informally interview or survey State agency staff to determine desired content of new nutrition resource or how content needs to be revised if working on a currently existing resource.
2. Intern will present at least three resource topic ideas, or ideas for enhancements, and suggested outlines to Preceptor. Preceptor will decide which one the intern will proceed with and will provide feedback on the suggested content outline.
3. Intern develops or enhances resource. Preceptor will review new resource and provide feedback.
4. If feasible, intern will informally interview State agency staff, or local CNP operators that are the target audience of the resource, for feedback on the new or enhanced resource and make final revisions based on feedback.
5. Intern will suggest promotion plan to Preceptor for how the new or enhanced resource will be introduced to local CNP operators. If feasible, conduct a short training with State agency staff with tips for effectively using the new or revised handout with CNP operators.

Knowledge

- KRD 2.1: The curriculum must include opportunities to develop a variety of communication skill sufficient for entry into pre-professional practice
- KRD 3.2: The curriculum must include the role of the environment, food, nutrition, and lifestyle choices in health promotion and disease prevention
- KRD 3.3: The curriculum must include education and behavior change theories and techniques

Competencies

- CRD 2.2: Demonstrate professional writing skills
- CRD 2.8: Apply leadership skills to achieve desired outcomes
- CRD 3.3: Develop and deliver products, programs, or services that promote consumer health, wellness, and lifestyle management
- CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends

Notes

Resources:

- Team Nutrition Resource Library (<http://www.fns.usda.gov/tn/resource-library>)
- Guide for Effective Interventions and Education http://genie.webauthor.com/public/partner.cfm?partner_name=GENIE

Evaluation

Factors for consideration:

- Thoughtful consideration of topic for resource included soliciting input from State agency staff and/or CNP operators
- Information in resource is relevant, clear, accurate, and current
- Any materials developed (handouts, slides, etc.) are high quality and appropriate for the audience
- If training is conducted, it is engaging and interactive and the information is clear

Taste Test Curriculum

Description

Develop a taste test curriculum to gather information on taste preferences and inform menu

Instructions

1. Intern will research existing materials on taste testing from USDA and other sources to develop curriculum.
2. Intern will consult with Preceptor on any specific needs and feasibility of taste test activity.
3. After consulting with Preceptor, intern will create taste test curriculum materials and have Preceptor review them.
4. If feasible, intern will carry out taste test and report findings and recommendations. Preceptor will help intern identify a CNP site to conduct the taste test.
5. If feasible, intern will suggest enhancements to the CNP site's menu that reflect taste preferences.

Knowledge

- KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services
- KRD 4.2: The curriculum must include content related to quality management of food and nutrition services
- KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification, and evaluation of recipes, menus and food products acceptable to diverse groups

Competencies

- CRD 1.3: Justify programs, products, services and care using appropriate evidence or data.
- CRD 1.5: Conduct projects using appropriate research methods
- CRD 2.5: Demonstrate active participation, teamwork, and contributions in group settings
- CRD 3.6: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals
- CRD 4.4: Conduct clinical and customer service quality management activities

Notes

Resources:

- Team Nutrition Resource Library (<http://www.fns.usda.gov/tn/resource-library>)

Evaluation

Factors for consideration:

- Curriculum is clearly organized, easy to follow, and is appropriate for the audience
- If taste test was performed, used appropriate food/recipe for audience
- Ability to plan and execute the taste test
- Feasibility of recommendations to enhance menu

"Nudges"

Description

Develop an environmental cue ("nudge") such as signage, colors, packaging, product display, product pairing, and product placement to encourage healthy eating and healthy food selections. (10-15 hours)

Instructions

1. Intern will research "nudge" strategies by researching "Smarter Lunchrooms Movement" (see Notes section) for ideas for incorporating nudges into CNP sites.
2. Preceptor will describe any current or past nudges previously used at CNP sites. Preceptor will connect intern with appropriate contact person to incorporate nudge into a CNP site. Preceptor will inform intern if nudges need to meet certain budget guidelines.
3. After researching nudges, intern will propose nudge ideas at location determined with Preceptor. Preceptor will decide which nudge the intern should pursue.
4. Intern will present nudge concept to CNP site and together will develop implementation plan.
5. If feasible, intern will develop a tool to evaluate the success of the nudge.
6. Intern develops and implements nudge. Intern will document process and submit to Preceptor for other CNP sites to replicate.

Knowledge

- KRD 2.1: The curriculum must include opportunities to develop a variety of communication skill sufficient for entry into pre-professional practice
- KRD 3.2: The curriculum must include the role of the environment, food, nutrition, and lifestyle choices in health promotion and disease prevention
- KRD 3.3: The curriculum must include education and behavior change theories and techniques
- KRD 4.2: The curriculum must include content related to quality management of food and nutrition services
- KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification, and evaluation of recipes, menus and food products acceptable to diverse groups

Competencies

- CRD 1.1: Select indicators of program quality and/or customer service and measure achievement of outcomes
- CRD 1.3: Justify programs, products, services, and care using appropriate evidence or care
- CRD 1.4: Evaluate emerging research for application in dietetics practice
- CRD 2.5: Demonstrate active participation, teamwork and contributions in a group setting
- CRD 2.8: Apply leadership skills to achieve desired outcomes
- CRD 2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services
- CRD 2.11: Demonstrate professional attributes within various organizational cultures
- CRD 3.2: Demonstrate effective communication skills for customer services in a variety of formats
- CRD 3.3: Develop and deliver products, programs, or services that promote consumer health, wealth and lifestyle management

Notes
Resources: <ul style="list-style-type: none">▪ Smarter Lunchroom Movement: http://smarterlunchrooms.org/
Evaluation
Factors to consider: <ul style="list-style-type: none">▪ Thoughtful consideration of nudges included research of nudges▪ Proposal of nudges was well organized▪ Implementation plan is clear and thorough▪ As applicable, the display is eye catching, enhances understanding, and is clear in its purpose for promoting an item or behavior