

Utah State University Master of Dietetics Administration

GUIDELINES FOR COMMUNITY NUTRITION EXPERIENCE

Abbreviated for Preceptors

Message for Preceptors: Please note that you may assign tasks or projects that would be beneficial for students in addition to those we have listed here. You know what types of experiences will provide students with practice using the skills that are necessary for your position. Also, while it is the student's responsibility to complete the assignments required by the USU MDA, you, as their preceptor, can ask to see the results of their work on those assignments and give them useful feedback on their performance. Some of the projects they do may provide data that could be useful for your program.

Community Rotation Objectives

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

- Develop nutrition education materials tailored to individuals and community-based populations.
- Practice the Nutrition Care Process in different populations and settings
- Identify and apply education and counseling principles to a diverse audience
- Demonstrate at least entry-level proficiency in ACEND competencies outlined in this course

STUDENT AND PRECEPTOR MEETINGS

The student is responsible for setting up a call between the student, preceptor and USU faculty during this rotation. This should occur in the first 1-2 weeks of the rotation.

Community Rotation Assignments

WEEKLY REPORTS AND PROFESSIONALISM POINTS

MDA faculty will provide students points for professionalism and conduct throughout this rotation.

COMMUNITY SKILLS SHEET

The student must fill out the questions on this data sheet in conjunction with meeting with their preceptors and counseling assignment.

NCP DOCUMENTATION & EVALUATION

The student will document on ONE client using the Nutrition Care Process. The student will type a separate ADIME note—the student is not to submit any information from the facility charting system. This prevents any patient-identifying, protected health information from accidentally being left on the note. The preceptor will need to evaluate the ADIME note using the NCP Documentation Evaluation.

COUNSELING EVALUATIONS

Students will participate in TWO counseling sessions (1 infant/child, 1 pregnant/breastfeeding) during their rotation and have each session evaluated by a preceptor.

CONSUMER NUTRITION ARTICLE

The student will practice translating scientific, evidence-based information into nutrition communications intended for the general public. The student will choose a nutrition-based topic and write an article based on a peer-reviewed article.

The Choice Is Yours (Pick your own Project)

This assignment will look different for each student. It is likely that this will be a task or project that will be assigned by a preceptor.

COMMUNITY REFLECTION

Students will complete the **Community Reflection Worksheet** reflecting on the opportunities and experiences gained throughout the community nutrition rotation.

COMMUNITY SEL FINAL EVALUATION – ALL ROTATIONS

As the preceptor, you will also complete a **Final Evaluation** towards the end of the rotation to evaluate the student's overall performance on the competencies on the evaluation. Preceptors and students are encouraged to schedule a time to go over the evaluation before the end of the last day so the student leaves the rotation with the evaluation in hand. Please contact the USU MDA faculty with any questions or concerns.

DAILY HOUR LOG & VERIFICATION FORM – ALL ROTATIONS

The student must complete a minimum number of hours in each rotation. Preceptors are asked to sign off on the accuracy of the student's hours. The student will provide the forms for preceptors to review and sign. Students will complete the scheduled days even when the minimum hours for the rotation have been met. Adjustments will be made if communicated by the preceptor to the MDA and approved by MDA faculty. Please contact the USU MDA faculty with any questions. Required hours for community rotations:

Total: 160 hours

Rotation can vary anywhere from 1-4 weeks in this rotation.

Additional Learning Activities Completed in Other MDA Courses:

In addition to completing the above activities while completing supervised experiential learning hours, students will complete the following activities as tasks. If you are interested in any of these activities, the student can share assignment details with you. USU MDA faculty are also always willing to share information with preceptors.

COMMUNITY WORKSHEET

The student completes this assignment before beginning the rotation to prepare for what may be encountered during the rotation and in preparation for the RD exam.

MEAL PLANNING ON A BUDGET

The student will gather information regarding food insecurity resources within the community they are residing and then develop a one-week menu for one adult with a budget of \$45 for groceries. The meal plan should include three (3) meals per day and provide about 1800-2000 calories per day. The student may tailor the menu to address the needs of specific patient types. The meal plan and grocery list will be submitted online.

LEGISLATION SKILLS SHEET

Students will complete the **Legislature Skills Sheet**. The goal is to develop a basic understanding of the legislative process and how issues can impact various areas of nutrition and dietetics.

NUTRITION ADVOCACY

Students will submit an AND action alert of their choice.

PRACTICE CASE STUDIES

The student will complete two online case studies to practice using the Nutrition Care Process in community nutrition settings and situations.

LEARNING MODULES AND PRACTICE EXAM

The student must complete various lectures and quizzes online. The comprehensive exam is proctored through an online program called Proctorio.

- Government Nutrition Programs
- Counseling and Behavior Change Theories
- Infant and Child Feeding
- Students choose two of the following to complete:
 - Food Insecurity
 - Failure to Thrive
 - Breastfeeding Basics
 - Using a Health Equity and Racial Lens in Dietetics

The following ACEND competencies will be covered in this course:

- 1.6 Applies knowledge of social, psychological and environmental aspects of eating and food.
- 1.7 Integrates the principles of cultural competence within own practice and when directing services.
- 2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations.
- 1.11 Applies knowledge of medical terminology when communicating with individuals, groups, and other health professionals.
- 2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.
- 2.4 Implements or coordinates nutritional interventions for individuals, groups or populations.
- 5.1 Demonstrates leadership skills to guide practice.
- 6.1 Incorporates critical thinking skills in practice.
- 7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services.
- 7.2 Uses effective communication, collaboration and advocacy skills.