


ORANGE COAST COLLEGE

## Eliminating the 'Top Ramen Years'

How to Integrate your Nutrition and  
Dietetics Program with Your Campus  
Food Pantry




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## Presentation Objectives

After attending the seminar, participants will be able to:

- Discuss the prevalence of food insecurity in college students based on the statistics presented.
- Name two specific activities that nutrition and dietetics students/interns can complete to fulfill ACEND competencies.
- Identify the challenges of implementing a supervised practice site at a campus food pantry.
- Develop a strategy to collaborate with their campus food pantry based on the ideas presented.





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## Intro to Orange Coast College

- Located in Costa Mesa, CA
- Community College – Associates degree and certificates of achievement
- Enrolls about 20,000 students per semester
- 35.3% Latino
- 30.8% White
- 24.6% Asian/Pacific Islander
- 1.7% African-American





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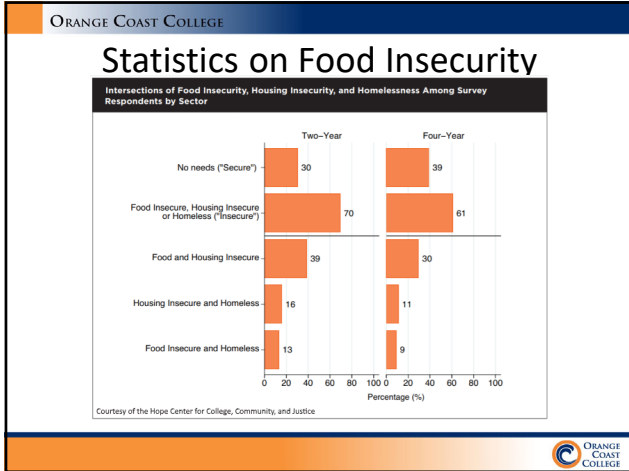
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## Statistics on Food Insecurity

- Food insecurity is defined as the limited or uncertain access to nutritionally adequate, safe, and acceptable foods that can be obtained in socially acceptable ways (1)
- Food insecurity is associated with higher stress and depression (3), and adverse learning and academic outcomes.
- 2017 systematic review of 17 peer-reviewed studies found the average student food insecurity rate in U.S was 32.9 % (14-59%) (2)
- Hope Study (2019) #realcollege survey found higher prevalence of food insecurity in students at 2-year colleges.
  - 28% very low food insecurity
  - 16% low food insecurity



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### HOPE study at OCC

- Invitations to complete the questionnaire were sent by email to approximately 22,200 students from Orange Coast College and 735 students participated. Thus, the estimated response rate is 3.3%.
- Overall Basic Needs Insecurity Rates:
  - 51% of respondents were food insecure in the prior 30 days
  - 62% of respondents were housing insecure in the previous year
  - 21% of respondents were homeless in the previous year
  - 72% of students at Orange Coast College experienced at least one of these forms of basic needs insecurity in the past year.
- There is substantial variation in basic needs insecurity across subgroups.

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### Origin of Pirates Cove

- Existing pantry was in a janitorial closet and offered to only a small group of students.
- Planning committee goals:
  - Sustainable
  - Access to nourishing food
  - Integration with departments on campus
  - Support of faculty and administration

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### Video of Opening

<https://www.youtube.com/watch?v=tsSM2q8QIO8&t=48s>



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## Pirates' Cove

- Grab N' Go
  - Students can access daily
  - One snack and one drink
  - Foods: fruit, bars, pretzels
- Other items:
  - Personal hygiene, feminine hygiene, diapers
- Grocery Shopping
  - Students can access twice per week
  - They can fill one grocery bag/basket with food
  - Some foods are limited to one item per person




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## Evolution of Pirates Cove

- Expanded to include multiple food bank/grocery partners
  - Second Harvest of OC
  - OC Food Bank
  - Helping Hand Worldwide
  - Grocery Outlet
- Evolved to include other services:
  - CalFresh applications
  - Housing assistance
  - The Closet
  - Referrals to other services



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## Video of Current Pirates Cove



[https://www.youtube.com/watch?v=Se\\_7CwyCg40](https://www.youtube.com/watch?v=Se_7CwyCg40)

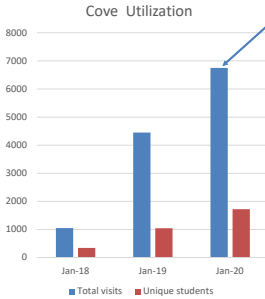


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## Utilization


Cove Utilization



Month	Total visits	Unique students
Jan-18	~1000	~200
Jan-19	~4500	~1000
Jan-20	~6800	~1800

Close to 7,000 visits in Feb 2020






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## Creating a Safe Zone

**Judgement-free zone**

- We got our usual 4:00pm rush today. After we closed the door... I heard what sounded like a small party going on outside. When we went to investigate we found this group of students on our table outside enjoying what they had just picked up from the Cove. I think it is a great illustration of the positive impact the work we do has on our students.



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## Success and Challenges

- Success: acceptance and utilization from students
- Acceptance and advocacy from faculty and staff
- Community engagement and partnerships
- Challenges: competing priorities on campus for space, staffing, and funding.
- Push-back from campus Food Service
- Current location is being demolished.

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## Financial Aid data

Figure 1. Grab & Go: BOG Waiver and/or Pell Grant Status, 1/1 - 10/11/19 (n = 3,526)





Figure 2. Grocery: Bog Waiver and/or Pell Grant Status, 1/1 - 10/11/19 (n = 480)



Reviewed financial aid data for students who used Pirates' Cove from Jan-Oct 2019.

- 59.8% of students who used Grab N'Go were BOG waiver or Bell Grant recipients
- 60.7% of students who used Grocery were BOG waiver or Bell Grant recipients

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## Integrating Nutrition and Dietetics

<b>Program Director</b>	<b>Pirates' Cove Director</b>
<ul style="list-style-type: none"> <li>Original member of planning committee</li> <li>Current member of advisory committee</li> <li>Participate in advocacy and marketing</li> <li>Opportunity for supervised practice</li> </ul>	<ul style="list-style-type: none"> <li>Sought collaboration on campus</li> <li>Integration with academic programs</li> <li>Opportunity for peer-to-peer interactions</li> </ul>

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## Related ACEND Competencies: a few examples

- CNDT 1.1: Access data, references, patient education materials, consumer and other information from credible sources.
- CNDT 2.12 Participate in advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

- CNDT 3.4 Promote health improvement, food safety, wellness and disease prevention for the general population.
- CNDT 4.1 Participate in quality improvement and customer satisfaction activities to improve delivery of nutrition services

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## How to Address Competencies?

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Expected Student Performance Criteria	Suggested tasks to meet the competency
<b>A. News Reports are to be included in notebook</b>	
<b>1. GENERAL INFORMATION</b>	
A. Identify the location, personnel and location.	These competencies were met by conducting research about the assigned agency (Assignment #1 for NC 281 class).
B. Identify mission and objectives of program.	
C. Identify primary and secondary stakeholders involved in addressing the problem.	
D. Describe community population being served - eligibility criteria, age, length of time allowed to program.	
E. Identify source of funding and means of fund-raising or financing the agency's activities.	
F. Identify legislative issues impacting the agency and clients.	
<b>2. SCIENTIFIC AND EVIDENCE BASE OF PRACTICE</b>	
A. Access, select, reference, patient education resources, consumer and other information from credible sources.	CNDT 1.1 Used Pirate's Cove "Track" software to find out which service students utilize at the food pantry and how often.
B. Conduct a literature search on a specific topic, as assigned, using OOC library, agency, and internet resources. Summarize and evaluate.	CNDT 1.1 Prepared information for the nutrition education lesson and conducted research on the topic using credible online resources and the OOC library.
C. Identify nutrition standards that must be met, or nutrition guidelines used for the program (Department of the Month, Dietary Guidelines for Americans, MyPlate).	CNDT 1.1 Researched Second Harvest nutrition guidelines.
D. Evaluate at least one lesson plan - nutrition content, techniques used, visual aids, evaluation tools, response of participants.	CNDT 1.2 Evaluated the Pirate's Cove orientation lesson.
E. Describe how the program complies with State/Federal guidelines (school lunch guidelines, WIC food package).	CNDT 1.4 Researched state and federal guidelines for the local food banks.
F. Evaluate a nutrition education tool used (paragraph, reading/comprehension levels, age & culture appropriateness).	CNDT 1.2 Analyzed multiple communication tools used at the "Pirate's Cove" to guide students. Evaluated a selection of them (signs, "Best By" guidelines, rules, etc.).
<b>3. PROFESSIONAL ETHICS &amp; REGULATIONS</b>	
A. Adhere to current federal, state and state statutes and rules, or regulations and accreditation standards and the Scope of Dietetics Practice.	CNDT 2.1 Adhered to the Nutrition and Dietetics Code of Ethics. Acted within the scope of practice for dietitians.
B. Use clear and effective oral and written communication.	CNDT 2.2 Used clear communication when interacting with staff and Pirate's Cove visitors. Composed emails with appropriate professional.

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## Activities and Hours

**Learning Activities:**

- Evaluate the Pirate's Cove orientation lesson.
- Use Pirate's Cove SARS software to analyze which services students utilize at the food pantry and frequency of use.
- Research state and federal guidelines for the local food banks.
- Evaluate multiple communication tools used at the "Pirate's Cove" to guide students. (signs, "Best By" guidelines, rules etc.).
- Prepare lesson plans and delivered to OCC students' short presentations on relevant nutrition topics.
- Research nutritious recipes and assembled grocery lists including ingredients available at the Cove.
- Create a survey to find out Pirate's Cove visitor's current needs and level of satisfaction.

**Daily Duties:**

- Check in students at front desk
- Assist with Second Harvest deliveries.
- Help unload boxes, stock shelves, and sort produce.
- Make sure that shelves, floors, and microwave area are clean and neat.
- Offer help to go to the food bank or another partner organization to pick up a donation.
- Help visitors with special dietary preferences (gluten free, vegetarian etc.).
- Intern Schedule: 15 hours per week (2-3 days per week) according to Pirate's Cove needs.
- Preceptor: Pirates Cove' Director

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## Wake Up Call

Focused on importance of breakfast. Included cooking demonstration and tasting using Cove items.


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## Weekly Pop-Up

Located @ Journalism Room 108



Pop-Up table outside of Cove entrance; event focused on a different nutrition topic each week.

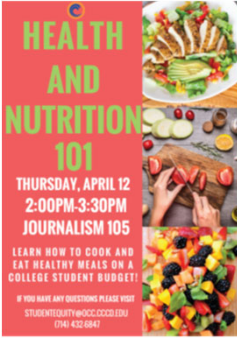


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## Adulting 101



Cooking on a budget using Cove ingredients; featured a cooking demonstration and tasting



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## National Nutrition Month



Pop-Up event at entrance of Pirates' Cove organized by the student Nutrition Club; featured a information, food tastings, and a push-up contest.




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## CARE/EOPS event

- Holiday event with CARE families (students who are single parents)
- Guests received 'grab bag' of Pirates' Cove food/ingredients, with recipes and tips on how to use them to make nutritious meals
- Intern presentation to audience





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## OCC Recovery Kitchen

- Food Production Management Class: pilot fall 2019
- Utilize recovered food from Pirates' Cove
- Repurpose the food into prepared dishes
- Package into single use containers or vacuum packed for ease of access by students
- Returned to Pirates' Cove for distribution
- 5,000 pounds of recovered food donated back to Cove

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## OCC Recovery Kitchen

- 5,000 pounds of recovered food donated back to Pirates' Cove





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## Challenges with Internships

- Learning experiences; i.e. not just stocking shelves
- Willing to engage with day-to-day operations and special projects
- Student must be self-motivated and self-starter





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## Future Plans

- Continue with supervised practice
- Support the move and possible expansion of Pirates' Cove in the future
- Explore what other services we could provide:
  - Wellness center
  - Nutrition counseling
  - Additional student workshops
  - For-credit classes



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## Summer and Fall 2020

- Campus is closed due to COVID-19
- Physical Pirates' Cove location is expected to remain closed for summer and fall
- Temporarily moving to a food distribution model
- Supervised practice will continue with Cove manager as preceptor
- Student will work remotely on special projects and participate in distribution events

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## Contact Info and References

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3. Bruening, Meg, et al. "Hungry to learn: the prevalence and effects of food insecurity on health behaviors and outcomes over time among a diverse sample of university freshmen." *The International Journal of Behavioral Nutrition and Physical Activity*, vol. 15, no. 1, 2018. Gale Academic OneFile. Accessed 21 Feb. 2020.
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