

**NDEP Member Listserv
Resources and Alternate Supervised Practice Activities**

The resources and activities below were posted to the NDEP listserv by NDEP members March 2020 – December 2021. We thank all participating NDEP members for their generosity in sharing these with our membership during this challenging time.

Some messages have been edited to focus on the resource provided. Posts duplicating materials already listed or with expired timelines were not included. Items have not been evaluated by NDEP, and appropriateness for program use should be determined by those considering adoption. Any ACEND competencies listed for an assignment are suggested by the individual who posted the activity. Programs considering adoption of any items should make their own determination of competencies covered.

Questions about use of items should be directed to the person who posted them. Email addresses for NDEP members can be located on the NDEP portal under the members tab.

Resources and activities are organized either as General (may be appropriate across multiple areas) or according to the areas of Clinical, Community or Foodservice. If a posting contained an attachment then (to the extent possible) it has been added at the end of this document.

Please note this definition which was submitted regarding the definition of alternate supervised practice activities:

Here is the verbiage I got from my assigned ACEND Program Accreditation Manager -

"Alternate experiences are activities that simulate what a nutrition professional does in the real- world. They are active experiences rather than passive such as giving a presentation (live, recorded or online), developing menus or educational materials for a specific population, creating and administering a survey, analyzing data or menus, interviewing/counseling a "patient" (could be a family member, classmate, acquaintance), performing inventories (perhapson a student's own pantry), creating a research poster, executing a theme meal for one's friends and/or family and many other actual experiences. Experiences that do not count include listening to a discussion or lecture, shadowing/observing others, or taking an exam."

-submitted by Allison Reiderer

GENERAL

1. **Electronic Portfolio for Dietetic Interns**

- a. Two options discussed:
 - Online portfolio creation for interns using Wix, Weebly or other online platforms; most have a free version. The director will access their site directly (they can set up a password) to review their materials. Feedback is provided via a master assignment checklist form, but for bigger assignments/papers grading rubrics are used. I use a grading rubric. “This way I have less files to keep track of and I can save what I need as examples of student work.”
 - Another suggestion is to give students flash drives that are preformatted as to how the Directors want the information filed on the drive. Example of Flash Drive provided- <https://www.officedepot.com/a/products/7909933/Centon-DataStick-Pro-USB-30-Flash/>. Once the director receives the drive, they then copy all of the information to a more stable form of storage but also store the flash drive.
- b. Online portfolio option posted by Dena French; Flash Drive posted by Dawn Matusz

2. **Folder with Resources** (posted March 2020)

I've created a Google Folder titled - Alternative Hours for Dietetic Interns - COVID-19 Restrictions

<https://drive.google.com/drive/folders/1FEuRLsGsmq3ElbvWFYuLxjVWQaw4g8s4?usp=sharing>

Anyone with the link can access and edit the files. I've created folders to keep things organized. When you upload case studies, activities or links to resources, please try to make sure you include grading rubrics and competencies if you have them available.

I've created a sheet where we can index things as they're added. Please fill that out with your case study/activity title, the general rotation it could be used for, the folder you have it stored in, as well as your email address so you can be contacted with questions.

This is going to be a work in progress but I wanted to get something out sooner rather than later.

Thanks,

Allison Reiderer

3. **Today's Dietitian Learning Library:** (March 2020)

I had a call with the publisher of Today's Dietitian magazine regarding the content in their Learning Library – they have about 150 classes available – either pre-recorded webinars or print

materials on various topics that we can make available to our students. Some content is already free, but the paid classes usually range around \$24 – given the current situation, they’re willing to offer all DI programs a 50% discount on these classes.

I know other DI Directors are looking for resources to fill their intern’s time with credible content, and wanted to make other Directors aware of this offer. Feel free to reach out directly to Today’s Dietitian – ce@gvpub.com with questions.

Molly Mayfield, MS RD LDN
Adjunct Professor, UNH Dietetic Internship Program
Department of Agriculture, Nutrition, & Food
Systems 617 ndall Hall | 129 Main Street, Durham
NH 03824 617-504-6738 (cell)
molly.mayfield@unh.edu

4. **Online nutrient analysis** (March 2020) FREE - MyFoodRecord.com

I have posted about this one before...it is free
MYFOODRECORD.com
Esther Myers

You can use this link from the USDA website, but the only draw back is each item needs to be entered separately in the FoodData Central box found in the middle of the page.

<https://fdc.nal.usda.gov/>

Rose Fenchel

Try NutritionCalc Plus. Cost \$20.00.

<https://www.mheducation.com/highered/product/nutritioncalc-plus-5-0-esharesearch/9780077211066.html>

Perfect for assignments that might be linked to a nutrition assessment, basic nutrition course, client counseling, etc..

Monica Lub

5. **Instructional Resources to Supplement Virtual Learning from National Dairy Council** (March 2020)

We understand this is a challenging time, as many schools, universities, and professional meetings are transitioning from in-person education to virtual learning to prevent the spread of COVID-19. National Dairy Council has a variety of high-quality educational resources that can be used to supplement virtual learning. A few are highlighted below, but additional information can be found at www.nationaldairyCouncil.org. (We are updating our website in April and will share new links upon the site’s launch.)

In addition, you might also find the webinars provided by the Academy of Nutrition and Dietetics Foundation of value in e-learning. Check them out at

<https://eatrightfoundation.org/why-it-matters/public-education/future-of-food/>

Marilyn Forgac
(Attachment E)

6. **Free Resources for Creating and Delivering your courses** (March 2020)

Here is a list of free resources for creating and delivering your courses that our Walker Teaching and Learning Center sent to us today:

- a. [Kahoot, game-based learning program, free access to premium versions](#)
- b. [Association of College and Teaching Educators \(ACUE\) Teaching Online Toolkit](#)
- c. [JoVE STEM teaching video content](#)
- d. [Magna Publications, Teaching Online Collection \(seminars\)](#)
- e. [Wiley Content Hub](#)
- f. [Phet Interactive: resources for chemistry, physics, biology, earth science and math](#)
- g. [Collection of Online Labs for Chemistry, Physics, Biology, Anatomy, Geology, Astronomy, and Math](#)
- h. [NSF Nano Hub for Engineering and Chemistry](#)

Char Schmidt, PhD, RDN, LDN
Program Director, Dietetics
University TN-Chattanooga

7. **Research Toolkit** (March 2020)

On behalf of the Research DPG, I am attaching our "Research Toolkit." This is typically a member-only resource. It provides content that may helpful for remotely meeting research-related KRDN/CRDN standards during the COVID-19 outbreak.

(see Research Toolkit PDF Document- not attached this document but posted with it)

Mary-Jon Ludy, PhD, RDN, FAND
Council on Research Liaison, Research DPG; President-Elect, Ohio Academy of Nutrition & Dietetics
Interim Chair, Department of Public & Allied Health; Associate Professor, Food & Nutrition Program

135 Health & Human Services; Bowling Green State University; Bowling Green, Ohio 43403
Email: mludy@bgsu.edu; Phone: 419-372-6461; Fax: 419-372-2881

8. **Cultural competence/sensitivity:** (July 2020)

As stated in our self-study a few years back, there is a difference between cultural competency and cultural sensitivity. Since, the ACEND competencies have accommodated this wording. Here's a site that defines the difference of the terms: <https://thl.fi/en/web/migration-and-cultural-diversity/good-practices/cultural-competence-and-cultural-sensitivity>

Here are a few resources off the Web, which now offers a wealth of resources compared to a few years back: https://optometriceducation.org/wp-content/uploads/2016/10/FINAL-7-19-16-Cultural-Competency-Case-Studies.final_.pdf

<https://libguides.massgeneral.org/c.php?g=650990&p=4565317>

<https://practicalbioethics.org/case-studies-treating-immigrant-populations-cultural-competence-in-health-care.html>

GGD Interns are provided a blank grid, labelled similarly to Mridul Datta's that she shared in last summer's NDEP OnLine, for interns to critically think, complete and be aware of the need for Generational Cultural Sensitivity and how to accommodate this in their education delivery to clients:

https://ndep.webauthor.com/modules/community/item.cfm?item_type=cms_File&id=100500&community_id=1158 This skill development is omnipotent because ALL communities and many workplace settings are multigenerational where mostly young students need to interact.

Lastly, our interns watch and react to this eye-opening TED talk—lovely captivating story and delivery!

The Danger of a Single Story/ Chimamanda Ngozi Adichie/ TED Talks

<https://www.youtube.com/watch?v=D9Ihs241zeg>

(Susan Sherman; susansherman@comcast.net)

We teach cultural sensitivity throughout our course of study. In some courses it is “introduced,” then “reinforced,” then in my Nutrition Education lab course it is “assessed” by a researched lesson plan delivered out in the community (pre COVID-19) demonstrating all the ways they can be culturally competent teachers of nutrition. This summer we moved to a 100% online version of the course, and a cultural competence component was still required. They have to delve into “deep” and “surface” structure of their program, address demographics (which in Miami, FL, is very diverse), religion, ages, ethnicities, etc.

In the lecture portion of the course, student teams get two tries at developing a Global Learning (a special designation at our university) lesson plan with instructor-provided “hot

topics." Unfortunately, I cannot share the document because it has been approved by our GL office and is reused each year

Joan A. Marn; jmarn@fiu.edu

9. **Nutrition Informatics** (June 2020)

The Academy recently updated its website in the area of Nutrition Informatics. You can find many resources including a recorded webinar (Nutrition Informatics 360) I did with other leaders from the new Nutrition Informatics DPG. Here is the link to the resources <https://www.eatrightpro.org/practice/practice-resources/nutrition-informatics>. I am also happy to answer any questions that students have or even present remotely to your students. The DPG(<https://ni.eatrightpro.org/home>) also created an infographic which is attached here

Kathleen Pellechia; kmpellechia@gmail.com

10. **Evaluation Forms- Preceptor and Site** (July 2020)

Here's my template in Microsoft Forms that you're welcome to duplicate and make your own: <https://forms.office.com/Pages/ShareFormPage.aspx?id=1lCwEq6HEUeyXAQclGFfCgZDW12U119lhEagYnyFVIRURVFMvhZQVVGRkRRVVNQMVMyUDlwVEtXMi4u&sharetoken=4H7GqeLiBzQ6eoY8GhcA> (Helen Halley; hel.n.hong@gmail.com)

We use this one: <http://ww3.hunter.cuny.edu/urbanph/view.php?id=7568>. Title: DI Intern's Evaluation of Rotation & Preceptor (Victoria Fischer; victoria.fischer@hunter.cuny.edu).

We have interns fill out a "site evaluation" after each rotation. Attached is a word version of the form we use (Pauline Williams; pauline_williams@byu.edu).

Attachment:

[Evaluation_Site_Evaluation_Updating.docx](#)

11. **Peer mentoring:** (August 2020)

Like Barbl also have a mentoring program that has been a "work in progress" over the past few years. Each spring semester, seniors taking the senior seminar course mentor students taking the career orientation course. Depending upon the number of seniors has driven whether it's a one-on-one or small group arrangement. The students provide me with detailed information about their interests and I do my best to match up the pairings/groups. They sign a contract with their goals and keep a journal of their progress throughout the semester. At the end of the semester students in both courses write a reflection of their experience. The mentoring sessions begin after I provide a lesson on mentoring. The seniors in their last year also receive mentoring by a program graduate and it is a one-on-one arrangement with this semester of course being virtual. The seniors select their mentor based upon information provided to them. Since the

program has been in place for a few years, program graduates who were mentored by seniors and by a program graduate are now serving as mentors. I think it's been very successful and the feedback has been excellent by all participants.

Lisa (Sheehan-Smith)

lisa.sheehan-smith@mtsu.edu

12. Implicit bias in healthcare/Senior Seminar: (August 2020)

As part of a self-awareness exercise, I have students take the Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report. It offers a nice opening for discussion. You don't have to register to take the test.

<https://implicit.harvard.edu/implicit/selectatest.html>

Because the ability to measure implicit bias is debatable, we go through some of the frequently asked questions (listed under education) to strengthen the discussion.

Hope this helps.

Karen Spears

13. Diversity and Inclusion (August 2020)

ACEND[®] would like to provide an update on the steps we are taking to enhance the diversity in nutrition and dietetics and to improve the preparation of students to become well-informed dietetic professionals able to work with all cultures and treat every client, patient, student and colleague with dignity and respect. ACEND[®] will not tolerate any acts of racism, social injustice, microaggression and discrimination in our nutrition and dietetics programs. Upon hearing stories of microaggression and discrimination faced by our students and interns, ACEND took action.

a. The Board added several required elements to the Draft 2022 Standards that will be available for public comment Fall 2020. The intent of these statements is to strengthen ACEND's stance on anti-racism, diversity, equity and inclusion:

- Re-examined the cultural competency curriculum in nutrition and dietetics extending beyond the concepts of diversity, equity and inclusion, to address cultural humility, self-reflection of biases, social justice, racism and oppression.
- Added requirements to ensure that program faculty and preceptors receive the training needed to eliminate any instances of microaggression and discrimination in their program.
- Added a requirement for fair recruitment and admission practices to enhance diversity of the student body.
- Added a requirement to ensure program policies protect students and interns

against inequity, racism, microaggressions and discrimination.

- b. ACEND created a webpage to provide resources (e.g., webinars, recorded lectures, workshops, data and trends) for programs to train their students, faculty and preceptors. The *Diversity, Equity and Inclusion* page is found at www.eatrightpro.org/ACENDforDEI will also include noteworthy practices to recognize programs who have successful diversity-related recruitment initiatives and quality educational activities and share these practices with the ACEND community.
- c. ACEND will continue to engage in activities to ensure we are properly addressing this pressing issue, including providing resources for black, indigenous and people of color (BIPOC) students and interns to help them navigate the field of nutrition and dietetics and guidance for faculty to assist and counsel BIPOC students and help them succeed in the field.

The DEI webpage also provides additional information including the June and July 2020 messages from the ACEND Board on DEI, a link to ACEND diversity enrollment trends webpage, and other resources. Look for several recorded webinars and other activities that are currently in the planning stages and will be announced in the following months and posted on the ACEND DEI webpage.

As always, for comments or questions, please do not hesitate to contact ACEND at ACEND@eatright.org.

Kind regards,

Rayane AbuSabha, PhD, RD

ACEND Executive Director

14. **Career Planning for Senior Seminar** (August 2020)

What a thoughtful idea you have to support your students! While I do not have a worksheet, here's how I would go about inventing the wheel in a backward approach, if no one has a ready-made option:

- 1) List the career pathways along with the resources required, (time, money), and the skills and interests best suited for each.
- 2) Then separate the career pathways from the rest, which become a questionnaire/checklist for your students to circle.

Here are some resources:

<https://www.eatrightpro.org/practice/career-development/career-toolbox>

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/nutrition>

<https://www.researchdpg.org/content/demystifying-grad-school-webinar>

<https://www.nutritioned.org/careers.html>

<https://nutritioncareers.com/shop/untangling-the-nutrition-web-in-career-development/>

Susan Sherman

15. **Standards of Practice:** (August 2020)

The Focus Area Standards of Practice (SOP) and Standards of Professional Performance (SOPP) are resources that direct RDN practitioners who concentrate in specialty areas of practice and in various settings. Students and interns can utilize these Focus Area SOP SOPP documents to identify key resources and education opportunities as well as prepare themselves for practice in each interested area. The Focus Area SOP SOPPs are 'free to access' and located within two Collections in the *Journal of the Academy of Nutrition and Dietetics (JAND)*:

Focus Area Standards for CDR Specialist Credentials (In order by most recently published); <https://jandonline.org/content/credentialed>

- a. Post-Acute and Long-Term Care Nutrition
- b. Oncology Nutrition
- c. Adult Weight Management
- d. Pediatric Nutrition
- e. Nephrology Nutrition (Revision in early 2021)
- f. Sports Nutrition and Dietetics (Revision in early 2021 as Sports and Human Performance Nutrition)

Focus Area Standards for RDNs Collection (In order by most recently published); <https://jandonline.org/content/focus>

1. Intellectual and Developmental Disabilities (Revision December 2020)
2. Eating Disorders (Revision November 2020)
3. Sustainable, Resilient, and Healthy Food and Water Systems
4. Clinical Nutrition Management
5. Nutrition in Integrative and Functional Medicine
6. Education of Nutrition and Dietetics Practitioners
7. Mental Health and Addictions
8. Diabetes Care
9. Public Health and Community Nutrition
10. Nutrition Support
11. Management of Food and Nutrition Systems

16. **Miscellaneous Resources** (postings from September 2020)

Diet/Nutrient Analysis Software suggestion by Victoria Fischer (victoria.fischer@hunter.cuny.edu): Cronometer (free and large database of foods) Website <https://cronometer.com/count-calories>

Resilience resource suggestion by Susan Sherman (susansherman@comcast.net): "Facebook COO

Sheryl Sandberg's and Wharton psychologist Adam Grant's NY best-selling book, Option B: Facing Adversity, Building Resilience, and Finding Joy, <https://optionb.org>, provided sagacity on how to build resilience:

- Resilience is our response's strength and speed to adversity.
- Changing how we process negative events builds resilience over time.
- The expression of gratitude for the positivity in our lives can strengthen resilience."

Electronic Portfolio resource suggestion – <http://wix.com/> by Joan Frank of U Cal –Davis (jsfrank@ucdavis.edu) with her own website about it: <http://www.careers4rdn.com/>.

17. **Miscellaneous Resources** (postings from October 2020)

Interprofessional Practice Collaborative WEBINARS COURTESY OF: Kathrin Eliot

<https://www.ipecollaborative.org/archived-webinars>

Cultural Competency Resource list, including training presentations, readings COURTESY OF: Nicole

Beckwith <https://www.mchnavigator.org/trainings/cultural-competency.php> Georgetown University's MCH Navigator is pleased to work with the [Association of Maternal and Child Health Programs \(AMCHP\)](#) in development of this list of online trainings and resources for use by the Title V workforce in addressing cultural and linguistic competency as a way of addressing health disparities, health equity, and removing barriers to care.

18. **Racial Inequity in Power and Privilege** (November 2020)

Here is an article we just had approved/published "Dietetic Training: Understanding Racial Inequity in Power and Privilege" that deals with Diversity - hope it is a useful resource.

Thx

JRodriguez

(From JAND):

Dear Dr Rodriguez,

As co-author of the article Dietetic Training: Understanding Racial Inequity in Power and Privilege, we are pleased to let you know that your article is now available online with author corrections incorporated. Full citation details, e.g. volume and/or issue number, publication year and page numbers, will be added when the final version becomes available.

To help you and the other authors access and share this work, we have created a Share Link – a personalized URL providing 50 days' free access to the article. Anyone clicking on this link before December 30, 2020 will be taken directly to the latest version of your article on ScienceDirect, which they are welcome to read or download. No sign up, registration or fees are required.

Your personalized Share Link:

<https://authors.elsevier.com/c/1c2rV7t0kPqAMs>

Judith Rodriguez

19. RD Exam Review (November/December 2020)

To help during these difficult times, I wanted to let you know that RDstudy is currently in the process of putting all of their previously for purchase only exam preparation materials online, for FREE. Since this is NOT grant driven but strictly being funded by me personally, it will be a slower roll out than other resources that have profits in mind. Nonetheless, the materials being posted are the same materials that have helped thousands prepare for, and pass the RD exam, except now WITHOUT any fees. Phase one, which has been in process for the last few weeks on YouTube (channel: RDstudy) is the video rollout, and there are currently over 40 informational videos currently up. We upload another video each day of the week, at 9:00 am EST. Since the supporting website is still in process of re-creation - i.e. not yet up and running, feel free to reach out to me with questions/concerns/comments at the gmail account: the.healthy.dietitian While not required, it would be appreciated if students/interns like and follow, as well as comment on the materials so that we can adjust the materials to best meet their learning needs, as well as to understand if the efforts to provide these materials are warranted. All materials uploaded were designed specifically to support the 2017-2022 test cycle, so they are current and up to date.

Stay safe!

Robert Warns

I thought this post might support some of your students to stay motivated and keep studying. I came across some posts on the NDEP portal and noticed some friends are concerned about possible resources that could help their students passing the CDR exam. I just wanted to share that we're having an online educational platform that aims to support dietetic interns and Rd2be students to get prepared for the CDR examination. Many students have been able to pass their exams via this group service since 2017. In addition to motivational support, live small-group tutoring, and free review sessions on all domains are being provided. Many concepts including the MNT series, FSM series, Community series, and many other important topics like research and food science are being offered. I am including the group links below, in case you're interested to pass it on to your students. This group is only open to Dietetic interns, Rd2bs, and Nutrition students.

Please let me know if you have any questions.

Happy Thanksgiving!

Best

<https://www.facebook.com/groups/1028731947300718/>

https://www.facebook.com/Nutrostudy/?modal=admin_todo_tour

Maryam Nikantabar MS RDN LDN

Nutrostudy program coordinator

Email: Nutrostudy@gmail.com

Cell: (570)985-0955

Hi Preceptors - I would like to introduce you to a whole new concept for an RD Exam Study Guide. RD Boot Camp is interactive and places topics into real-world situations to help your interns truly understand what they are learning.

RD BOOT CAMP is the **ONLY** review course that provides these three methods of study:

- a. Brief, evidence-based VIDEOS, with real-life situations
- b. FLASH CARDS
- c. PRACTICE QUIZZES AND EXAMS

Watch this video for a SNEAK PEAK! <https://youtu.be/Jn2fPYF0xUO>

We would like to invite graduating interns to become **RD BOOT CAMP BETA TESTERS!**

As a select **RD BOOT CAMP BETA TESTER**, your intern can prep for the RD Exam and, at the same time, help uncover any bugs or issues and offer suggestions that will help future students. Please let them know that they can Sign up at rdbootcamp.com and use coupon code **BETA75**. Since the libraries are still growing, we are offering **75% OFF** through March 31, 2021.

If you are interested in collaborating for your internship program, please feel free to reach out. I have a team of dietitians, a medical doctor, and designers ready to create and help with your internship needs! We are open to any and all suggestions.

Happy Studying :)

Kari Sharp, MS, RD (and a preceptor myself)

During these unusual times, interns are probably thinking "how can I take an RD Exam Review Course during COVID-19?" Breeding and Associates RD Exam Review Course, will be taught for three days via Zoom in 2021. Attached is a flyer describing the course, link to register and an email address if faculty and/or interns have questions. For 1 year, an additional virtual session is **FREE** when a seminar package is purchased. Please share this information with your interns, so they can start planning a time to register for the course.

Joyce Price, MS, RDN, LDN

Marketing Coordinator

Breeding and Associates

<https://ndep.webauthor.com/vault/2518/forum/Breeding%20and%20Associates%20last%20flyer.pdf>

We are Sage Nutrition Associates, an RD Exam Review Company that specializes in virtual RD Exam review workshops and courses. Learn more about Sage here: About Us - Sage Nutrition Associates (sagerdn.com)

We are excited to offer dietetic educators a desk copy of our 2021 RD Exam Review Guide. The

guide was designed with the intent of being a reference tool for first years of RD practice. This textbook-style guide contains charts, graphs, and an index for quick reference. Click on the link below to request your copy today!

<https://forms.gle/nHkSqHz5diPpopr>

k8 Best Wishes,

Lauren Brady, MA, RDN, LDN

Laura Sexton, MPH, RDN, LDN

info@SageRDN.com

20. **Nutrition Informatics** (November 2020)

UMD sent an invitation to all DPD directors inviting their senior students to join us for the first lecture of our conference day for MD-DC-VA programs (attachment 1 and 2). We appreciate it is a very busy time for us all as we try to keep one step ahead of COVID and its impact on teaching and supervised practice. So this date/ time may not have worked for some schedules. The first introductory lecture by Kathleen Pellechia will be recorded and posted to one of our sites by the end of the week; you are welcome to use it and/or send students to view it. In addition all PPTX for the entire day are available at

<https://umcpdieteticinternship.online/joint-class-day/>.

Stay Safe/ Stay Well

Phyllis Fatzinger McShane, Maryland Based Educator

21. **Writing Resources**

If you are not familiar with the new book from the Academy, *Communicating Nutrition: The Authoritative Guide*, it has an entire section devoted to accessing, reading, interpreting, and translating nutrition research, as well as chapters on quality writing, proper citations, and avoiding plagiarism. You can download a sample and table of contents as well as request an educator preview copy and access to the instructor resources here:

www.bit.ly/communicating-nutrition.

If you have any questions, don't hesitate to reach out: bmayfield@purdue.edu.

Best,

Barb

Barbara J Mayfield, MS, RDN, LD, FAND

Editor-in-Chief, *Communicating Nutrition: The Authoritative Guide*

22. **New Preceptor Letter** (December 2020)

Thanks for jumping into the role of precepting! This is a little outside of your request, but I figured I would send it just to support your new role. It is a brief article I wrote for our preceptor newsletter this Fall. (**See Attachment F**)

Cynthia Bartok

CLINICAL

1. Nutrition Focused Physical Exam

- NFPE Pocket Exam Assessment
- Assessment below:

Observation of Student NFPE

All NFPE by students are completed with a RDN or supervised by a RDN

Student:

Evaluated by:

Rating: 1 = Complete, 0 = Incomplete, Items marked N/A are not counted in score

Questions/Category	Score
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Introduces self

Establishes rapport, engages patient, explains NFPE, asks patient permission

Muscle wasting

Temple

Neck

Shoulder

Clavicle

Interosseous

Patella

Thigh

Fat loss

Orbital

Triceps/biceps

Ribs

Edema

Total score:

- Jillian Wanik

2. Practice Tube Feeding and TPN Calculations

- Dietitians in Nutrition Support YouTube Channel
- None given
- <https://m.youtube.com/playlist?list=PL4Q15OsBNWb-S0zgbk0RJeeWhGvybnvfl>
- Jennifer Waters

3. Nutrition Care Practice Patterns for Patients with COVID-19

- JPEN Journal Article
- None given
- <https://aspenjournals.onlinelibrary.wiley.com/doi/10.1002/jpen.2106>
- NDEP

4. COVID Precautions Training

- CDC webpage for training of healthcare professionals
- <https://www.cdc.gov/coronavirus/2019-ncov/hcp/training.html>
- Patricia Grace-Farfaglia

5. Iodine Resource for Students, Interns, and Educators

- National Dairy Council Website
- <https://www.usdairy.com/getmedia/32a32c4a-5e31-4f35-80c3-2c64e68dde49/ndc-iodine-prenatal-handout-final.pdf?ext=.pdf>
- Carrie Hamady

6. ICD Coding for MNT

- AND Website (Eatright Store)
- <https://www.eatrightstore.org/product-subject/mnt-references/coding-and-billing-handbook-a-guide-for-program-directors-and-preceptors>
 - <https://www.eatrightstore.org/product-type/toolkits/rdns-complete-guide-to-credentialing-and-billing>
- Jessie Pavlinac

7. A Primer for the Evaluation and Integration of Dietary Intake and Physical Activity Digital Measurement Tools into Nutrition and Dietetics Practice

- JAND article
- [https://jandonline.org/article/S2212-2672\(21\)00150-7/fulltext](https://jandonline.org/article/S2212-2672(21)00150-7/fulltext)

8. Applying Contemporary Machine Learning Approaches to Nutrition Care Real-World Evidence: Findings from the National Quality Improvement Data Set

- JAND article
- [https://jandonline.org/article/S2212-2672\(21\)00150-7/fulltext](https://jandonline.org/article/S2212-2672(21)00150-7/fulltext)

9. I+PSE Conceptual Framework for Action

- JAND Article Tagtow A, Herman D, Cunningham-Sabo L. Next-Generation Solutions to Address Adaptive Challenges in Dietetics Practice: The I+PSE Conceptual Framework for Action. J Acad Nutr Diet. 2021. <https://doi.org/10.1016/j.jand.2021.01.018>.
- Open Access: <https://www.sciencedirect.com/science/article/pii/S2212267221000654>
- Leslie Cunningham-Sabo

10. Case Studies

I just uploaded a new file to the Google site titled EHR Go Case Studies. If you are using EHR Go, there are 4 cases studies for your use. These were developed for our DT program so pretty basic.

(Note: see General section, resource #1 for Google file link)

Beth Blake

Orange Coast College

11. Nutrition Care Process and terminology with clinical case studies are available through NutritionCare Professionals (discount through May 2021): <https://www.nutritioncarepro.com/>

12. Consent Form

Here's one I use in my classes when they have to video-record sessions and submit them to a classmate for peer grading and to me as well:

<https://drive.google.com/file/d/1CugMFD6jX687kbbdmpzwVBAP-RiYrg1F/view?usp=sharing>

Also, here's a peer grading rubric I use, in case that's also helpful:

<https://drive.google.com/file/d/1-UfLVyWQffXX5yHvz3yL7sURsFdwb1m/view?usp=sharing>

Dawn Clifford

13. Renal Modules

After a period when the training modules were unavailable, I found that they are now active – these go along with the renal cases included in the google drive – [Chronic Kidney Disease Nutrition Management Training Program](#)

Christine Haar, M.S., R.D., L.D. Director,
Dietetic Internship Program
Bowling Green State University
121 Health and Human Services Building
Bowling Green, OH 43403
Office: 419.372.8941
Fax: 419.372.2881
<http://www.bgsu.edu/IPND>

14. Renal Assignment

I am attaching a file to an assignment I made up last night using the Fresenius advanced renal education (two units). Any of our interns who are planning a rotation at Fresenius do this first. You will need to adapt it, but I'm happy to share the assignment and evaluation rubric. (See attachment A)

Patti Landers

15. Multiple Resources:

Assignment:

For: CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.

Review the Medicare enrollment instructions, fee schedules, benefit details and additional regulatory resources www.eatright.org/mnt

Review insurance information, including coverage details, credentialing information and business management tools and forms <http://www.eatright.org/coverage/>

Complete the ICD-10 on-line training chapter on endocrine, nutritional and metabolic diseases, and complete the self-assessment quiz at the end.

ICD-10 Coding Training – Endocrine, nutritional and metabolic diseases

<http://apps.who.int/classifications/apps/icd/icd10training/ICD-10%20training/Start/index.html>

This on-line medical terminology course is free: <https://www.dmu.edu/medterms/>

Tutorial about the NCP from the Academy. The NCP Tutorial is a series of 15 videos. Each module is approximately 10 minutes long. The modules are free to everyone.

<https://www.ncpro.org//404.cfm?404>; <http://ncpt.webauthor.com:80/encpt-tutorials>

Some tutorials about NHANES that might apply to a Research Course or Rotation

<https://www.cdc.gov/nchs/tutorials/>

There is also this tutorial about TPN: _____

<http://www.csun.edu/~cjh78264/parenteral/index.html#Ann Gaba, CUNYSPH>

16. Counseling

If your students have access to Zoom or webex, you could also offer virtual counseling sessions to university employees (especially if they are all at home too!). A supervisor could also be observing if needed. We offer in-person counseling sessions to faculty/staff throughout the year – it's pretty popular among our staff and typically low risk (nutrient needs for exercise, weight loss, etc).

Michelle Bump MS, RD, LD
Oregon State University

I am attaching two assignments we used for a nutrition counseling assignment. We encourage them to use the Nutrition Counseling section on the eNCP to help. I hope these are helpful to you all!

(see attachments B & C)

Amy Cameron

(DI Director, Samford University)

17. Modules

I have also been using some of these modules and may expand in light of current events

<http://nutritioninmedicine.org/portal/>

The screen shots show the various topics available. Some of the info is a little basic, as they were developed for med students, but quite frankly, interns often need that kind of review. The Foundation Reviews are more in-depth and the final quiz is case studies. Interns generate a certificate at the end, documenting completion. (see attachment D)

Here is another set of modules I have interns complete as part of their WIC or pediatric rotation – also includes certificate

Nutrition for Children with Special Health Care Needs

<http://depts.washington.edu/pwdlearn/web/index.php>

Christine Haar, M.S., R.D., L.D. Director,

Dietetic Internship Program Bowling

Green State University

121 Health and Human Services Building Bowling

Green, OH 43403

Office: 419.372.8941

Fax: 419.372.2881

<http://www.bgsu.edu/IPND>

18. Counseling

For my counseling course at University of New Haven I used EHRgo case studies (dozens of nutrition related cases in inpatient, nursing home, WIC, and out-patient settings) and then used Zoom or Nutrium for telehealth simulations. EHRgo subscription was \$45 per quarter or \$65 per student. It is free for faculty.

<https://ehrgo.com/>

<https://nutrium.io/en>

Patricia Grace-Farfaglia

19. Honing Your Enteral and Parenteral Nutrition Skills

With the recent outbreak of COVID-19, Dietitians in Nutrition Support (DNS), a Dietetic Practice Group (DPG) of the Academy of Nutrition and Dietetics, is well aware of the challenges this can pose for educating undergraduates and dietetic interns with alterations to the school year and rotations. As many institutions transition over to online platforms and alternative instruction options, DNS DPG is here to help! Over the past year and a half, we have been developing free,

accessible, YouTube videos about nutrition support, intended for students and dietetic interns to hone their enteral and parenteral nutrition skills.

Our channel is available to you and your students, regardless of the need for online only learning options, and we hope to support your students' learning now and in the future!

Here's a link to our channel: youtube.com/c/dietitiansinnutritionsupport

And a few of our most popular videos:

[Parenteral Nutrition Calculation: Custom 2-in-1 + Lipid Piggyback](#)

[Enteral Feed Calculations: Standard Formula](#)

Please feel free to share our channel with your students and peers or anyone who may benefit from these videos. Any comments or question can be sent along to studentcoordinator@dnsdpg.org or left on any of our videos.

Stay Healthy,

Dietitians in Nutrition Support DPG

20. EHRgo Scholarships

Submitted by Michelle Bump, copy of email received:

We will be offering EHR Go scholarships for students impacted by COVID-19. We will reach out to you first thing Monday morning to help you get set up. Have a good weekend and stay safe.

Kind regards,
Kathleen Annala
CEO & President
EHR Go

Also:

Here is the message I got from the owner of EHR Go. They have several individuals willing to jump in and help during this unfortunate situation.

"I think emailing contact@ehrgo.com would be the easiest. We all monitor the emails to that address and the right person here will jump in to help right away (at least during business hours). We'll watch for any emails. Thanks so much for sharing this with the faculty. We are committed to helping faculty and students make the best of this strange new situation."

Peggy Turner

21. Case Studies

I am happy to share that Jones and Bartlett Learning has offered to give complimentary online access to the second edition of Clinical Case Studies for the Nutrition Care Process for educators and students. I am the editing author of this e-book that has contributions from clinicians specialized in multiple areas of clinical nutrition and education. As a brief description: there are 28 cases of varying levels of difficulty that include general, pediatric, cardiovascular, endocrine and renal, GI, and nutrition support cases. Current practices such as malnutrition assessment, cultural concerns, and guidelines for safe use of enteral and parenteral nutrition are woven throughout cases where they apply. Each case begins with a brief introduction to the condition followed by patient assessment data and a set of 10 questions to help the student think through the problem. Complete answers (with references that appear at the end of each case) are provided separately for instructors. Cases can be completed in whole or in part, individually or in groups. Students can work together to solve the problems and then present their findings much as they would present a clinical case in practice. There are many possibilities. I would just ask that you don't share the answer files with students. This was a labor of love for me, and any feedback would be appreciated as well. I hope it can be of some help.

Please feel free to reach out to me directly at emery@lasalle.edu if you have any questions. Per the publisher, free access can be requested through April 18th, with access lasting through May 31st. Instructors can either reach out directly to their account representative or submit a request through this form: <https://info.jblearning.com/jbl-covid-19-support-0>

Liz Zorzanello Emery MS, RD, CNSC, LDN
Assistant Professor and Director
Coordinated Program in Dietetics
La Salle University School of Nursing and Health Sciences 3019
St Benilde Tower
1900 W. Olney Avenue
Philadelphia, PA 19141
phone: (215)-991-3618

22. 6/3/2020, posted by Lisa Trone, Florida State University DI Director: **Alternative Long Term Care Objectives**- document attached separately.
23. 6/24/20, posted by Riva Touger-Decker Professor and Chair, Rutgers School of Health Professions: **Virtual Nutrition Focused Physical Examination**. A series of online NFPE modules that cover muscle, fat and orofacial examination and assessment and dysphagia screening along with identification and evaluation of malnutrition risk using various criteria sets. Our students work through the modules on our virtual learning platform on their own and or with faculty during a class time over Zoom. They also demonstrate the conduct of the NFPE from their home using a volunteer when possible. We have over 20 years of experience teaching nutrition focused physical exam both in the classroom, in health care facilities and virtually in the U.S. and abroad and update our modules regularly.

The modules are housed in Canvas and are not downloadable. Users are granted access throughout university's Canvas platform. Our practice has been to develop a licensing agreement on a fee per user basis (http://license.rutgers.edu/technologies/2018-093_nutrition-focused-physical-examination-assessment-nfpe-a).

We are happy to offer interested educators, administrators and clinicians these modules at a reasonable fee; for those interested we can easily arrange a meeting to preview them at your convenience using Zoom.

We have offered our programs both as the online module series and the series combined with virtual live sessions with faculty members providing training and virtual supervision of practice on a volunteer in the participant's home. If you would like more information about the content and pricing, please contact Dr. Diane Rigassio Radler at rigassdl@shp.rutgers.edu.

24. Food Medication Interactions

Fillable Food-Medication Interaction Table:

Find attached a food-med table to be supplied to the interns and new for this summer to complete and submit. I included meds that I often run across and somewhat grouped them. For example, some cholesterol meds do interact with grapefruit and some don't. Having both present allow the intern to look these up and learn the differences. In addition, they add to this list during their rotations. The list is again due at the end of the rotation.

This would be a wonderful, real-world assignment for last year DPD students to prepare them for the DI clinical experiences. I am open for any improvements and suggestions (Susan Sherman; susansherman@comcast.net).

Attachment:

[MedTable-complete.docx](#)

Tagging onto Susan's post as I have a similar medication assignment to share - the meds are more clinically oriented and typical to what our interns will see during their med/surg rotations. Feel free to adapt if you find this useful (Julie Robarts; jrobarts@bidmc.harvard.edu).

Attachment:

[Medications - assignment example.docx](#)

I recently found two publications from extension offices that offer information about food-drug interactions (attached). I am sharing these with my interns, along with the MedlinePlus database from the NIH (<https://medlineplus.gov/druginformation.html>) in place of the Pronskytext (Hannah Thornton; ht1074@txstate.edu).

Attachments:

[BellowsMoore 2013 NutrientDrugInteractions UCOExtension-1.pdf](#)

[Bobroff 2013 FoodDrugNutrientInteractions UFLEExtension.pdf](#)

25. Medical Word Understanding and Abbreviations:

Here's a wonderful tutorial for DPD students to help prepare them for a DI

<https://medlineplus.gov/medwords/medicalwords.html>

In addition, this great resource included a list of medical abbreviations I found most familiar from many charts and diagnoses reviewed for more than the past dozen years:

<https://medlineplus.gov/appendixb.html>

Susan Sherman; susansherman@comcast.net

26. Nutrition Care Manual Assignment

I have the students do a "scavenger hunt" in the NCM... It's basically pretty simple questions that they can find the answers to in various sections of the NCM just to help them navigate all the different sections and familiarize themselves with the tool. I can send you a copy if you want to DM me with your email.

jtosto@pace.edu

Jessica Tosto

Jessica Tosto MS, RD, CNSC

Clinical Assistant Professor

Clinical Coordinator - Nutrition and Dietetics

College of Health Professions

Pace University

861 Bedford Road

Pleasantville, NY 10570

Office: Lienhard Hall – 23B

Phone: 914-773-3087

www.pace.edu/nutrition

27. Anthropometric Videos for MNT 1 Courses

NHANES III has an eight or ten series of videos showing standardized procedures for anthropometrics. The videos are short and to the point. I used them in Nutrition Assessment. If you google, you should be able to find them.

Peggy Turner

Hello All - I joined NDEP recently (in July), and I find all the conversations & posts interesting - A

good number of them are quite helpful. Therefore, I'd like to share a few helpful resources I've used or found helpful.

Hello Becky - Last month you asked for helpful Anthropometric videos. So here are some helpful ones:

Videos from Abbott Nutrition on Nutrition-related physical exam (NFPE = Nutr Focused Physical Exam practical videos) . I came across them through a webcat I attended and I find them useful for my classes:

https://players.brightcove.net/1336131408001/BkCQTXZxf_default/index.html?videoId=6115773449001 (about 45-50 min long).

https://players.brightcove.net/1336131408001/BkCQTXZxf_default/index.html?videoId=6115769806001 (about 60 min long).

If for some reason the links above don't work, then go to Abbott Nutr website to register, view the video, and upload/download for your use. That's where I got the videos from.

Abbott Nutr website: **<https://anhi.org/education/course-catalog/NFPE-1and2>**

When at Abbott's website, you'll see the "Modules". Then click on "Enroll" to access each video. The videos are very good - Looks like being in clinicals. I hope you'll find these helpful.

Florence O. Uruakpa, PhD, RDN/LD
Adjunct Professor
Linfield
University
McMinnville, OR

The American Society of Hand Therapists and the American Society of Surgery of the Hand (Schlecter 2016) recommended methodology is different than the Abbott video section. It recommends the average of 3 measurements alternating each hand rather than the strongest squeeze. The reason for this is that the first squeeze uses CP for fuel so can be misleading for strength since other fuel is used after CP.

There is a free grip strength training program posted on the NDEP website including the detailed methodology and webinar and article on methodology. The ASHT also only recommends the JAMAR dynamometers due to the reliability and repeatability. Those dynamometers weigh one pound and the methodology includes how to deliver the exam safely. It is best to look at past literature on sub populations to see the other methodologies historically used in that population. However since the literature is so strong per the ASHT they recommend their method, which is detailed in the Grip Strength Toolkit on NDEP website.

thank you

Terese Scollard

28. Advanced Nutrition Textbooks

I have taught an Advanced Nutrition (Human Metabolism) UG and Grad for a few years and I have not found the "perfect" book. They are either too advanced or not advanced enough. I find that the students are so concerned about remembering everything in the textbook that they miss the clinical application. All of the students have a MNT textbook that I tell them to refer back to. I recommend textbooks for the students to supplement with the lectures, metabolic drawings (which they enjoy), and research articles. The books that I mostly use for recommendations and references for my teachings are:

1. Gropper (mentioned before)
2. Medeiros, Wildman. Advanced Human Nutrition, 4E, Jones and Bartlett, 2018
3. Good, Hulver, Anderson. Metabolic Nutrition: An Everyday Approach to Macronutrient Metabolism, Kendall Hunt, 2018 (this is a systems approach not a CHO, FAT, PRO, etc. approach). It is easy to read and cheaper than the other books.
4. Good. Practical Metabolic Nutrition: A Systems Approach to Vitamins and Minerals, Kendall Hunt, 2017. Again easy to read and goes by systems instead of each individual micronutrient.

A great reference for teaching the course is Stipanuk, Caudill. Biochemical, Physiological, and Molecular Aspects of Human Nutrition, 3E, Saunders, 2013.

I hope that this helps and have

fun! Jeremy Akers, PhD, RDN

I am most familiar with Gropper/Smith/Carr Advanced book during my education but decided to try Medeiros/Wildman book this past year for something different that a colleague made me aware of for undergraduate advanced nutrition. I liked it (and the clinical insight boxes for assignments), but it fell short on some of the B vitamins for my expectations. Though I think it is just fine for a 300 level course and one can always add supplemental information. I also feel it is an easy read if the course is aimed at gen z's. I do plan on using Gropper/Smith/Carr for a graduate advanced nutrition course + parts of Stipanuk. I agree with Jeremy- I think Stipanuk/Caudill is a great reference for Advanced Nutrition instructors, and perhaps for the willing graduate students who wants to know "more" of the molecular aspects than the class maybe able to offer.

Lastly, I think advanced nutrition + in depth disease states maybe too much to fit into one textbook. I agree with others in the thread/hopefully by the time they take advanced they will have had MNT I so they have Nelms or Krause as a resource.

Regards,
Tovah Wolf

The CDR Study Guide for the Registration Exam for Dietitians lists books used as the references. Because all programs have an objective for students to pass the Exam, perhaps exploring the list to derive options might be worthwhile. Just an idea!

Susan Sherman, MS RDA
& CFO
Golden Gate Dietetic Internship

Agree with Jeremy. I have taught Nutritional Biochemistry for many years to undergraduates, and finding the "perfect book" has always been a challenge, and costly for students. I have used many of the textbooks as mentioned in previous posts. I teach both MNT and Nutritional Biochemistry to our seniors so have the same cohort of students during their last year and connect the content from both courses, which is wonderful. I use Nutrition Therapy and Pathophysiology for MNT, which I find excellent and continue to use. I took a leap and created an open educational resource for Nutritional Biochemistry. It's an open resource with a Creative Commons license. I curated multiple resources (both readings and videos) for students to access via the web that will supplement teaching and learning during our time together. My course also has an integrated research lab so there are resources that hone in on the scientific method as well. Here is the link if anyone would like to refer to it: nutritionalbiochemistry.pressbooks.com. No need to sign-in or create an account. When you reach the home page, just scroll down and you will see the table of contents.

Best, Becky

Dunn

Pinna also has another text, Nutrition and Diet Therapy. Good overview of disease processes in back chapters as well as overview of normal nutrition and lifespan in front chapters. The course supplemented with Nutrition and Diagnosis Related Care by Escott-Stumpf.

Mary Piciocco

To add a more integrative and functional perspective consider the newly published: INTEGRATIVE AND FUNCTIONAL MEDICAL NUTRITION THERAPY: PRINCIPLES AND PRACTICES (Springer 2020). It was developed for the Integrative Track of the Graduate Dietetic Internship at University of Kansas Medical Center.

Diana Noland

I agree with Meredith that Adv Nutrition by Gropper and Smith has little or no insight on disease states. Therefore, I supplemented it with this textbook:

Understanding Normal and Clinical Nutrition by Rolfes, Pinna, & Whitney. A recent edition is 11th ed. with copyright year 2018

I found this book (Understanding Normal & Clinical Nutr) to be useful. The Clinical Nutrition section of this book is very good and has pertinent examples of diseases/cases and pertinent nutrition therapy for applicable cases. Also, the Publisher (Cengage) has good Instructor resources that's very helpful.

It has total of 29 chapters: Ch 1-16 = Normal Nutr section, and Ch 17-29 = Clinical Nutr section. The title may read similar to the "Understanding Nutr" textbook; but this is somewhat deceptive if you just look at the title. The clinical Nutr section is very good with practical examples, etc.

I hope this helps,
Florence O. Uruakpa, PhD, RDN/LD
Adjunct Professor
Linfield University
McMinnville, OR

I have taught Advanced Nutrition course previously. The textbook I used was:
Gropper, SS, JS Smith, JL Groff. *Advanced Nutrition and Human Metabolism*. Wadsworth:
Belmont, CA.

It has multiple editions. A recent edition was published in 2018.

Good luck,
Florence Uruakpa

Two book suggestions:

Nutrition Therapy and Pathophysiology by Marcia Nelms
or

Krause's Food & the Nutrition Care Process by Mahan and Raymond

29. Miscellaneous Resources

Interprofessional Education resource: National Center for Interprofessional Practice and Education. Website: <https://nexusipe.org/informing/resource-center-start>

NFPE Virtual/Video Zoom Modules available from Rutgers professors: For more information on our virtual NFPE modules, please email Drs. Diane Radler (rigassdl@shp.rutgers.edu) or Riva Touger-Decker (decker@shp.rutgers.edu).

Clinical Nutrition Management resource videos on variety of topics (free and available at: <https://www.youtube.com/watch?v=e0QQ9ehafjY&t=27s>) suggested by Kimberly Rose-Francis (kimlrose@yahoo.com)

30. Case Study Resources

We used the NCP case studies when our interns were taken out of the hospitals in April / May. (<https://www.nutritioncarepro.com/>) They are very robust, and take the student through several activities in the care of a patient. Most of the case studies have at least 18 activities taking the intern through each step of the nutrition care process. I highly recommend them. I think each case study gives an equivalent of approximately 20 hours - and it really does take a good amount of time.

And there's also PEDRO (<https://eatrightfoundation.org/why-it-matters/public-education/simulation/>), but PEDRO alone won't give your intern enough hours, most likely.

I hope this helps!

Regards,

Dawn Matusz, MS, NDTR

Program Coordinator, UNLV Dietetic Internship

31. ADIME Note Rubric & Online Discussion Rubric

Here is a rubric I developed a few years ago. Hope it helps.

Attachments:

[NCP_Rubric2017.docx](#)

Peggy Turner

There were a ton of results to a Google query, "zoom participation rubric". Give it a try, if no one has a rubric to offer.

Our DI cohort is most likely much smaller than a DPD class. But perhaps ideas from the following will help to encourage leadership, professionalism, contribution and participation:

- 1) Each of our "Zoom Meet Ups" (classes) has an assigned intern to lead. (This is assigned by last name starting at the top.) Perhaps for a didactics class, assign a couple /handful of students to provide mini reports---a 2-3 minutes each?
- 2) In coordination with the Director, the intern develops an agenda for the "Meet-up" that includes going 'round the room for contributions. The leader tracks this and is control of formally transitioning the floor and asking for comments, including presenting the Director, lecturer or guest speaker.
- 3) A "spotlight" presentation is provided by another intern. (Again, this is assigned by last name but starting second from the top.) For a didactics class, perhaps assign students to think of questions, problems or subject matter for others to report. As a very simplistic example, if

the homework reading was about “apples”, they could report on varieties, what’s your favourite and why, how much do they cost in your area etc. anything out of the homework reading. (Again, this was a very simplistic example and obviously not subject applicable.)

4) A movement break is also scheduled and led by the leading intern--perhaps this could be assigned by last name starting from the bottom? This is important for all meetings and classes! <https://www.sfgate.com/health/article/How-posture-influences-mood-energy-thoughts-4784543.php>

Lastly, casual-professional dress is also required. An engaging consultant presented professional dress at our cohorts’ orientations in the past. She has a new YouTube called, "8 Tips to Increase Engagement with Your Clients Online", https://www.youtube.com/watch?v=FMzb7BR6waM&feature=emb_logo

We all aim to work towards engagement and professionalism where Zoom makes it (for all) a flat screen, unflattering, slouchy and tiring (towards a computer) and sometimes a difficult-to-monitor-and-engage experience. Hopefully some of the above will generate some ideas to improve these trying times!

Susan Sherman
Golden Gate Dietetic Internship

Would love to see all the rubrics for these out there as well. Here is one I developed.

Attachments:

<https://ndep.webauthor.com/vault/2518/forum/grading%20table%20for%20assignment%201%20in%20facs118a.pdf>

Wendy Buchan

32. Blended Tube Feeding

ASPEN has released a video series on blended food tube feeding and is asking for assistance with wide dissemination to all health care professionals.

The goal is to help the medical community be more accepting of this feeding substrate and provide quick ‘how-to’ guidance. The hope is that education programs (nursing, dietetics, physician assistants, MD, DO) will incorporate them into classroom instruction and / or use for in-service education.

We would appreciate you sharing with your professional agency/groups and using some or all of the video resources in your professional or teaching capacity. These programs are particularly helpful for dietetic students.

The video links are provided free of charge below. Please reach out with any questions/comments: tjohnson@troy.edu or 334-312-2309

5. https://www.youtube.com/watch?v=-xF9j_uwRz0
6. <https://www.youtube.com/watch?v=F074aXufmx0>
7. <https://www.youtube.com/watch?v=HkwwOKSpp9g>
8. <https://www.youtube.com/watch?v=KhZfgaCtIVo>
9. https://www.youtube.com/watch?v=ZnUXCgv1zSk&list=UU-XV7oi4_yfQ2mXJ6nH7j0g
10. https://www.youtube.com/watch?v=TX1IVPWQk_w&list=UU-XV7oi4_yfQ2mXJ6nH7j0g&index=2

Teresa Johnson

33. Nutrition Assessment Tools/Portable Lab

THE BLACK BAG TM includes all the basic tools which are needed for a basic assessment (including calipers, a dynamometer, etc.) and formerly included an indirect calorimeter which has been discontinued.....however, we do include resources now and demos (if requested) for IDC along with diet assessment, etc. We are planning for THE BLACK BAG TM (which has been designed to be a portable office with needed tools) to promote RDNs to do comprehensive assessments and be the leaders of the health care team in energy balance.) I developed and implemented the course in the Spring Semester of 2019 via Zoom and was ahead of the Covid challenge. However, we have been delayed but are working to get the course (along with individual segments) ASAP. I am also thinking that THE BLACK BAGTM is a perfect portable lab, as many universities do not have access to all the needed lab equipment, etc.

Please visit our website genquestnutrition.com to find out about our project. However, please keep in mind that it is in need of major revision and we are totally revising our goals and other priorities. Also please feel free to contact me if you have any interest in pursuing ideas with me.

<http://genquestnutrition.com/>

Sachiko St. Jeor (Senior Author of the Mifflin St. Jeor Equation)

email: sstjeor@med.unr.edu

Cell: 775 250-2303

Address: 900 South Meadows Parkway, #5514, Reno, Nevada 89521

COMMUNITY

1. **The SickKids Public Health Nutrition Course (SPHNC)** is an open access e-learning resource designed primarily for health professionals, but also students and individuals seeking to learn more about nutrition in a globalized world: <https://learn.sickkidsglobal.ca/>
Ann Gaba
CUNYSPH
2. **The AND Foundation has a ready made 120 hour three week rotation Sustainable, Resilient, and Healthy Food and Water Systems (SRS)** curriculum for Dietetic Interns. I am using that. All of the comps are there and matched to the activities. I am planning to use this with my Community Nutrition and Wellness Lab. This wheel is already invented! Yay!!!!

Dr. Jeanine L. Mincher, PhD, RDN, LD
Professor
Foods and Nutrition
Director, Coordinated Program in Dietetics (CPD)Chair,
Human Ecology
330-941-3346

3. **Emergency Preparedness assignment** (March 2020)
I have a big Emergency Preparedness assignment that my students complete. It's in the setting of a church providing community aid in the case of a natural disaster, but I've attached the assignment description and competencies I use it for here. I don't want to make your life more complicated though so please take or leave whatever you want from this document. (Attachment D)Allison Reiderer

4. **Nutrition Infographic** (July 2020)
I am planning a Maternal and Child Nutrition undergrad students create a nutrition infographic to accompany a topic specific paper they will be writing. I envision them using Canva (technology) to create it. I was wondering if anyone has any key learnings to share or grading rubric already created for an assignment like this? (Tracy Noerper; Tracy.Noerper@lipscomb.edu).

I use the attached in my community nutrition class. The students also post their infographic to one of our dietetics facebook pages if appropriate. We cover a module on health communications as background which you can use as well if desired (Becky Jensen; becky.jensen@sdstate.edu).

Attachment:

[Module Eight Health Communications 2016.pptx](#)
[Making Health Communication Programs Work \(1\).pdf](#)

[GuidetoWritingforSocialMedia \(1\).pdf](#)

[CN_Infographic Assignment Guide .docx](#)

[Infographic Rubric.png](#)

5. Nutrition Communication

[Communicating Nutrition: The Authoritative Guide](#) – Free Instructor Resource Kit Available

As dedicated educators of the next generation of nutrition superstars, you are strongly aware that effective communication is crucial to make a difference in any setting of practice.

Getting the right message out, targeted to the right audience, is an essential skill for future dietitians to shape health and nutrition all over the world. Now, you have access to the most comprehensive text to help your students master the art and science of nutrition communication...

[Communicating Nutrition: The Authoritative Guide](#)

Written and reviewed by experienced nutrition communicators and educators, ***[Communicating Nutrition](#)*** provides the knowledge and skills needed to develop and deliver all types of communication in a variety of settings. **Students, interns and practitioners alike will find this to be an indispensable resource.** [Learn more and request your copy here!](#)

The Academy makes it easy to preview resources to compliment your classes [with instructor preview copies available!](#) Complimentary electronic examination copy (temporary access) for books being considered for adoption, and a complimentary *print or electronic desk copy* for books adopted for use in an undergraduate or graduate course, or in a dietetic internship, are available for request. See the [list of resources available](#) for request, and then [submit a request here](#).

6. CRDN 2.9 Competency (Participate in professional and community organizations):

This is a competency that is included in one of the courses I teach. Last spring we scheduled several online networking events that featured local dietitians and members of the local chapter of the Academy of Nutrition and Dietetics. Each 45-minute networking event was held via Zoom and included a presentation from the RD, and time for students' Q&A. In some instances we had students from multiple universities in the same sessions which would allow for further networking. Sessions were recorded, but students were required to attend a certain number of events at the scheduled time. When planning the networking events we solicited input from students regarding the topics or RDs they would like to network with. Student feedback was very positive, particularly in terms of career preparation as they were so close to graduation.

Katie Brown, PhD, RDN, CSSD, CD
Utah State University

Our students are doing virtual community service activities for alumni (the community organization is the alumni association) and participating in our state board meetings which are on webex and open to all members. Our state meeting in the spring is being planned in person but if it goes virtual they can attend. They can also participate in FNCE virtually.

Kathleen Carozzal also runs a distance program. One option is to have all students join their local DPD, which speaks to professional organization part. Another is to have students participate in their local "Legislative Day" - this also supports the Advocacy CRDN. When interns don't go to live events, I have them research on line, and write a letter on a topic to a legislator, and I offer suggestions to the letter, and then they send it. You could forward the Action Alerts to your students, or ask them to sign up on their own. This would be participating in a professional organization.

Regarding community organizations - I do this 2 ways.

#1 their capstone project requires them to work with at least one community organization to develop a program/product/or service that is useful.

#2 I ask all interns to research a non-profit program in their area, and present a short speech on it to the class. This is sometimes an organization they worked with as an intern, but often something they learned about independently. I give them some guidance - one year it was programs that work with adolescents, currently the focus is programs that support individuals/families/kids in growing food.

GTTN does something unique - we actually structure this as an opportunity to discuss grants/grantmaking/philanthropy, and we offer a \$500 grant to one of the programs. We use the intern presentations, and some of our own research and vote on which program should get the money.

Today many programs are looking at ways to improve diversity and equity. It might be possible to ask interns to work on those issues within their local community - maybe reaching out to a organization that works with minority or underserved youth, and teaching a nutrition class, or doing a share about career paths in nutrition, or cooking a meal for a shelter (these days they often want you to cook it at home, and drop it off rather than cook on site, but it still is participating in a community organization). Your larger institution might even be interested in doing what GTTN does, which is having students investigate a particular type of program that is mission aligned with your institution, and awarding a small grant to one of them.

Susanne Fox

7. **Virtual Community Rotations**

We had a full time community intern for 10 weeks this summer that completed the rotation

mostly virtually. To give you some background knowledge, I work at a large urban school district. We have ~20 administrative staff that work year round, and had 22 open summer feeding sites. We were able to do some things on site (a facility tour, packing lunch bags) but most of the work was done remotely. The intern also had a very keen interest in school nutrition and came to us having already done a food-service focused school food rotation. As a preceptor this summer of a (mostly) virtual intern, here's what I found helpful:

- Create clear expectations: One thing that worked really well for us this summer was having a schedule (attached). Each week had different themes that pertained to one part of school nutrition (procurement, special diets, advocacy). As you can see on the schedule, there was a mix of readings, training, meetings, and projects. Most of the reading/training materials are things I used during my first year working in this practice setting and some project came from the intern's rotation syllabus, so I didn't really have to reinvent the wheel. Meetings and projects popped up and were added on, but it was nice for me to have an idea of things we needed to cover, as well as which projects needed feedback.
- Consistent time for teaching and communication: Each week, my intern and I would start and end the week by meeting. Usually this was done on an online platform, though for some of the lighter/shorter weeks, we would use email. Beginning of the week meetings were a time to talk about the week ahead, for the intern to ask questions about assignments, and share our experiences on a topic. End of the week meetings were a time to talk through readings, discuss project progress and give feedback, and give a heads-up for the next week. I was also available during normal business hours for any questions that came up, and we would have other meetings with different staff where we could also chat, but having designated time each week to talk helped build our precepting relationship.
- Connect interns with others in the department/organization: Within our School Nutrition department, we have lots of administrative staff, each of whom handles a different aspect of what we do (accounting, operations, staffing, project management, procurement, etc). I interact with many of these people daily, and my intern and I often had virtual meetings with them to discuss menus, school opening, and the like. To help the intern feel part of the team, as well as to help her have diverse experiences that fulfilled many competencies, I scheduled half hour virtual meetings with her and other members of the administrative staff. This not only helped the intern learn more about the whole operation and feel more connected to our staff, but it also allowed staff to learn more about her. Our staff started coming to me with ideas for projects that the intern could help with based on her skill set, including writing a grant for a new equipment and creating a brand guide for our social media posts.

- Have interns be current event experts: We're living through a strange time, and at least in my practice setting, new things come up every day. Our intern was able to be our expert on all the new regulations and scientific recommendations. She researched and synthesised all of the new information on USDA waivers, COVID-19 food safety, nutrition impacts from the stimulus package, the new dietary guidelines, and more. Having the intern take on this helped in so many ways- she was able to teach our team about these new developments, she was able to execute much of this work independently, and it gave her a clear role on our team.
- Use your intern to set yourself up for the future: Again, with everything changing day-to-day, a lot of my job since March has been crisis management. All of the crises have taken up time I usually devote to long-term projects and the things that need to be taken care of in order to run an effective operation, pandemic or no pandemic. At the end of last school year, when we had already been in the pandemic for a month and a half, I sat down and made a list of things that no matter what needed to be done by the start of the next school year and a list of things that it would be nice to have done. From these lists I was able to create and assign projects to our intern. Now, many of these projects weren't as sexy or flashy as crisis management, but they've helped us have a really solid foundation as we start back to school in the coming months and I could definitely say to my intern that the work she was doing was useful, important, and reflected the work I typically do in my job. It also helped keep me on top of projects (I love a check list) and encouraged me to see the forest through the trees.

We're still going to be virtual for at least the first 9 weeks of the 2020-2021 school year, and we're planning to use a similar model for our 4 interns coming this fall. I'm happy to talk through any questions on the schedule or the points made above. Please, don't hesitate to reach out at allison.thirion@clevelandmetroschools.org
Alli Thirion (See Attachment for Assignment)

Thanks to everyone who responded! I believe I replied directly to those of you who emailed me. I am attaching the document I came up with in case I missed someone or if anyone else would like to use this. Best of luck to everyone as we move into this fall semester!!

Attachments:

[Best Practices for Virtual Rotations.pdf](#)

Dena French (See Attachment for PDF)

8. Miscellaneous Resources

Assessment Tools to Evaluate video simulated patient interactions:

<https://altarum.org/sites/default/files/uploaded-publication-files/PCE%20Assessment%20Tools.pdf> suggested by Susan Sherman of Golden Gate DI

(susansherman@comcast.net)

Food Assistance and Access Resource collaborative project (remote) opportunity
(<https://ndep.webauthor.com/vault/2518/forum/CNL%20Flyer%20Recruitment.pdf>) suggested by Aida Miles (aida.miles@gmail.com) on behalf of UT Public Health
(jevans95@vols.utk.edu)

9. **WIC Training Resource** (November 2020)

This looks like a great resource, however I was not able to locate any option to register as a non-WIC employee. If anyone has specific steps for that, or a direct link, I would appreciate that! Here is where I am looking already: <https://wicworks.fns.usda.gov/resources/wic-learning-online-wlol>

Caroline Passerello

I believe that you can register here (under the agency type, you can select "other"): <https://wiclearning.skillport.com/skillportfe/register.action> Then you should be able to log in (<https://wiclearning.skillport.com/skillportfe/login.action>) to take courses!

Melissa Walter, MPH, RDN, LDN
*Technical Director, [PRISM](#) Internship Management System
Champion, [Rural Interprofessional Health Initiative](#)
President, [Durham-Chapel Hill Dietetic Association](#)*
University of North Carolina, Department of Nutrition
Gillings School of Global Public Health 2216B
McGavran-Greenberg Hall, CB#7461 Chapel Hill, NC 27599

10. **Food Policy Resources**

The Food Policy Networks (FPN) project is a project of the Johns Hopkins Center for a Livable Future (CLF), an interdisciplinary center of the Bloomberg School of Public Health.

<http://www.foodpolicynetworks.org/food-policy-resources/>

Patricia Grace-Farfaglia, MBA, MS, PhD, RDN, FAND
Adjunct Lecturer, University of Connecticut - Waterbury, CT
Associate Professor, Rocky Mountain University of Health Professions - Provo, Utah

FOODSERVICE

1. Pictures of Food Service Lab

- a. Link of Univ of Idaho Foods Lab
- b. None given
- c. <https://www.uidaho.edu/cals/family-and-consumer-sciences/teaching-labs/carmelita-spencer-foods-laboratory>
- d. Katie Brown

2. Virtual Field Trip to Commercial Equipment Company

- a. You tube link and attached questions
- b. None given
- c. If you are interested in providing a Virtual Field Trip to a Commercial Equipment Company for your Food Management classes, it has been posted on YouTube. The Questions I use are attached. Be sure to use good and/or extra speakers and click on CC for closed caption because we had to wear masks during the Field Trip. Just another way to provide an experience for my students during the pandemic. If you want to search on YouTube, use Field Trip, Foodservice Equipment Co., BRESKO. Hope it helps some of you.

Link:

Questions for Field Trip to BRESKO

Birmingham Restaurant Equipment Supply Company
2428 6th Avenue South
Birmingham, AL 35233

1. What is the difference between small wares and large equipment?
2. What is the most expensive piece of equipment that you sell?
3. Why is the menu a good place to start when planning a layout and design project of a food service?
4. Can you explain the different grades of stainless steel?
5. What do you look for in an invitation to bid on equipment?
6. Why is NSF important when purchasing equipment?
7. How much lead time should be allowed when purchasing equipment and expecting to have it delivered?
8. Should installation be included in bid specifications?
9. What is your busiest time of the year?
10. Where is the best place to secure information about small wares and large equipment?
11. Can you explain what "draw to scale" means?
12. How long has Bresco been in business?

<https://youtu.be/gXr8LaVvR6c>

d. Linda Godfrey: lgodfre@samford.edu

3. Food Science Class

I teach a food science class that is always online. It's a 3cr lecture and 1cr lab and students can only take the lab if co-registered for the lecture so I cover food principles/science in lecture and the lab is a "cooking lab". For the lab (which I've also taught in person in a university kitchens facility), I've done it several ways over the years but currently am actually letting my students

choose their own recipes (avoids me dealing with food allergies, medical diets, dislikes, etc). Couldn't do that in a "live" kitchen where we buy ingredients, but it works great online. I suggest they take those from SeriousEats.com (which conveniently has recipe categories) but they can use other recipes if they provide a link to the recipe or print the whole recipe in their lab report (either way, they have to discuss the essentials of the recipe in the lab report).

So essentially I lay out each week's topic (for example, this week is Breads lab and they must make 1 quick bread and 1 yeast-risen) that parallels lecture. Each week they must turn in a (standardized format) lab report that includes a demonstration that they understood the scientific principles in place in that week's lab (from the lecture), must include a reflection and ratings on how their items turned out - and must include pictures. We do waive lab fees for this since students are buying their own ingredients unlike on-campus labs (but the college does charge online course support fees so it's not a real revenue loss). I do let students cook together (saves \$ and seems to get them really engaged!) but they each have to do a (clearly different) lab report. Happy to share materials if that would be helpful.
Shelly Brandenburger, South Dakota.

4. Food Science Lab

A few years ago, our senior level dietetic student, now a doctoral student at UT-Knoxville, developed a food science lab for our course. I am willing to share the 57 page pdf if anyone would like to have it. She has also given permission for us to share with you all. The only request I have is that you let me know how you modified it and how it worked for you! Thank you in advance, Char
Please email me: Charlene-Schmidt@utc.edu

We have created a lab report and are having students do smaller, inexpensive labs at home requiring minimal equipment. Feel free to email me with questions!
Sarah Drake MS, RD, LD
drakes@sfasu.esu

I wanted to share another resource for teaching food science labs online. The Culinary Institute of America has an excellent playlist that covers many concepts I teach. Hope this helps!
<https://www.youtube.com/playlist?list=PLedW5F5UX7dfwlu52tbLWlesAJPBHYPg>
Alex Nicolette MS, RD, CDN
SUNY Oneonta

5. Online Food Science Lab Suggestions (March 2020)

I'm going into the lab this week to make some of the recipes and will take videos of it and have the students that watch what they see and then write up on the other sensory characteristics that I give to them and then giving them an assignment to analyze why there were differences.

Mary Dean Coleman

6. Emergency Preparedness assignment (March 2020)

(Repeated from Community Section) I have a big Emergency Preparedness assignment that my students complete. It's in the setting of a church providing community aid in the case of a natural disaster, but I've attached the assignment description and competencies I use it for here. I don't want to make your life more complicated though so please take or leave whatever you want from this document. (Attachment D)

Allison Reiderer

7. In the category of "many other activities," I am working on problem-based case studies related to COVID-19 that I will have my interns work through. My work is pretty preliminary so I don't really have anything other than ideas I can share (we're on spring break right now, so I have a little time).

But, my problems so far focus on:

1) School nutrition services: You are a FNS director of a local ISD. Your ISD is shutting down for (insert period of time here). How do you feed the children who rely on school meals as their primary source of nutrition?

2) Hospital nutrition services: You are an FNS director at a metropolitan hospital. Make a plan to continue feeding your patients with 50% of your staff out sick due to mandatory isolation.

In both of these scenarios, I plan to have my interns work in teams of three and we will do a mixture of large and small group work. I will count hours as the actual hours we spent working through these problems. I have some school officials from an ISD who have agreed to speak with us via Zoom after the interns have completed their planning.

Hannah Thornton

DI Director, Texas State University

8. CRDN 4.1 Human resources (March 2020)

SHRM - Society for Human Resources Professionals - offers case studies and other materials for college faculty and instructors, free of charge.

<https://www.shrm.org/certification/for-organizations/academic-alignment/faculty-resources/Pages/Case-Studies.aspx>

Patricia Grace-Farfaglia

I'm using the courses on the Child Nutrition Institute and there are several modules on HR management. You could probably use them and create an activity or case around that.

<https://theicn.docebo.com/pages/21/my-dashboard>

Kathleen Carozza

9. Foodservice Energy Efficiency

The Fe3 (Foodservice Energy Efficiency Expert) training might be a good option for distance learning with your interns and undergrads. I spoke with the Fe3 Director and they have brought down the price to \$75 for students for their 6-module sustainability training. I have taken the training myself and it is interesting, engaging, and a great way to learn about energy management and sustainability in foodservice. So far, I have had over 30 students complete the training with positive feedback.

There are 6 modules, which take approximately 1 hour to complete: Intro to Energy Efficiency, Lighting, Refrigeration, Water Conservation, Equipment, and Ventilation (HVAC). There are also a variety of webinars on related topics. Last quarter I led my students through a hands-on Energy Audit in the campus dining commons. This quarter they will complete the audit in their home kitchen and through videos.

Regarding assessment: there is a quiz at the end of each module that has to be passed in order to receive the final certificate. As well, my students complete the Energy Audit followed by a self-reflection on the material and its application in foodservice management and their future career.

For more information: fethree.com

Contact fe3@frontierenergy.com for discount pricing for students/educators.

Online Energy Audit tool: https://caenergywise.com/energy-surveys/FoodsrvEnergySurvey_ENG_v15.pdf

If you have questions, feel free to contact me directly.

Joan S. Frank, MS, RDN, FAND, Fe3
Assistant Program Director, Dietetics
Department of Nutrition
University of California,
Davis 3241 Meyer Hall
One Shields Avenue
Davis, CA 95616

jsfrank@ucdavis.edu
[@Careers4RDN](http://Careers4RDN.com)

10. Food Labs/Safety Protocol:

Has anyone developed a food lab/safety protocol related to COVID? We have developed a protocol identifying hand washing and PPE donning for assessment labs and are wondering what should be added to account for safety with food preparation?

Our assessment lab protocol includes hand washing as outlined by CDC, donning of gloves, triple layer face mask and face shield.

Maria Morgan-Bathke; memorganbathke@viterbo.edu

This link might be helpful per your question (Courtesy ServSafe/NRA Nat' l Food Safety Month): <https://www.foodsafetyfocus.com/national-food-safety-month-2020>.

Scroll down to the sections: 1) Week 5: COVID-19 Safety Procedures; 2) Free COVID-19 Training and Resources.

Navigate through that page to find many helpful resources/tools

Florence Uruakpa; Ojiugou@yahoo.com

11. Virtual Food Lab

My cooking lab holds 15 students and that's the cap for my class (I have 2 sections of 14 or 15 students), so I am able to do social distancing by moving tables around and keeping students separate from each other. The university required me to submit procedures for masks, handwashing, cleaning/sanitizing, and social distancing. I created a diagram for the kitchen showing how it should be set up for the class. As of right now, the class is still being held completely in person.

I am, however, going to record my demos/lecture/food experiments so students who miss because of illness or quarantine will still be able to see what occurred in class.

I also teach in our culinary arts program and for our intro to culinary arts, we're still doing class in person but relying on a program called Rouxbe where students can watch cooking videos and take quizzes. The kitchen time will be used for demo and give students the ability to practice skills. Rouxbe is a great program, albeit really geared towards culinary arts.

Marcy Gaston, MS, RD

Program Leader and Assistant Teaching Professor

Hospitality Management

Montana State University

12. Miscellaneous Resources

Virtual Field Trips resource - UC Davis Culinary Support Center walk-through video experiences, suggested by Joan Frank (jsfrank@ucdavis.edu):

https://video.ucdavis.edu/media/CSC+Full+Tour+-+05+2020/0_m8l9qrlo

https://video.ucdavis.edu/media/UC+Davis+CSC+Cook-Chill+Process+-+05+2020/0_b3klwhb8

The entire Cook Chill learning module can be accessed through the Canvas Commons. Just search my name, Joan Frank.

Virtual Field Trip resource- School Nutrition Program Kitchen w/emphasis on production equipment. YouTube link: <https://www.youtube.com/watch?v=tN7zcU2rRXQ&t=12s> provided by Linda Godfrey of Samford University (lgodfrey4621@charter.net) . Link to accompanying questions resource:

<https://ndep.webauthor.com/vault/2518/forum/Samford%20Field%20Trip%20Questions%20for%20Child%20Nutrition%20Programs.docx>

13. **Foodservice and Alternate Supervised Practice** (November 2020) We have

used the Institute for Child Nutrition: <https://theicn.org/>

If you click the Learning Portal, there is an extensive database of activities. They are interactive and some have workbooks. The course description shows how many hours it is designed for.

I also want to share a resource I found for cultural competency: <https://phtc-online.org/learning/>

The modules are interactive and result in certificates of completion.

Please feel free to email me with specific questions @ nmbeckwi@syr.edu

Nicole Beckwith

14. **Food Labs/Safety Protocol** (December 2020)

Although this is a belated response, I believe this is an important topic that deserves response. This link might be helpful per your question (Courtesy ServSafe/NRA Nat'l Food Safety Month): <https://www.foodsafetyfocus.com/national-food-safety-month-2020>.

Scroll down to the sections: 1) Week 5: COVID-19 Safety Procedures; 2) Free COVID-19 Training and Resources.

Navigate through that page to find many helpful resources.

Cheers,

Florence Uruakpa, PhD, RDN/LD

Adjunct Faculty

Linfield University

McMinnville, OR

ADVANCED RENAL EDUCATION AND POSTER

ACEND Competency
CRDN 1.6 Incorporate critical-thinking in overall practice.
CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the educational level of the audience.

Prerequisite Knowledge:

- Medical Nutrition Therapy from DPD Program

At the completion of this activity, the student will be able to:

- Prepare poster aimed at individuals receiving hemodialysis

How will attainment of competency be assessed?

- KADDI staff will evaluate the POSTER

What is the student expected to submit?

- Post a PowerPoint, MS Word or .PDF file in your Typhon external documents

Who will evaluate the assignment/ student performance and communicate the evaluation?

- KADDI staff

Factors to consider in evaluating this assignment:

- Use the evaluation rubric

Length of time for this activity:

- 10 hours

Is this activity a prerequisite experience to a higher level supervised practice activity? If yes, describe.

- no

Pertinent References or Resources:

- IDNT Reference Manual 4th Edition. Your tuition covers this cost. Go to www.ncpro.org login ID is login password is
- Nutrition Care Manual – available at www.nutritioncaremanual.org Student price is \$75. KADDI has a membership you may use. Go to www.nutritioncaremanual.org login as password is
- Academy of Nutrition and Dietetics Evidence Analysis Manual www.andeal.org (benefit of student AND membership).

- You will also need your medical nutrition therapy textbook. Recommended: Nelms, Marcia, et al. Nutrition Therapy and Pathophysiology, 3rd Ed. Boston, MA. Cengage Learning; 2016.
- How to make a poster in PowerPoint. <https://www.templatemonster.com/blog/create-poster-powerpoint/> Accessed 3/15/2020
- Custom posters made easy with Canva's poster maker. <https://www.canva.com/create/posters/> Accessed 3/15/2020
- Use Google to find other ways and templates for making posters.

Describe the activity. Stepby Step, what should the intern do?

1) Complete the assigned advancedrenal education units. These units are by Fresenius and are required prior to any rotation at a dialysis center. Renal disease is a required condition in the ACEND standards. You are required to complete two units. Good Nutritional Practices for Hemodialysis Patients

- Understanding Hyperphosphatemia and Mineral Bone Disorder
- Go to <https://www.advancedrenaleducation.com/elearning/general-topics>
- Select **Go to CE Course** for the course you want. This will allow you to get a certificate when you have completed the unit. You will need to create an account.

The screenshot shows the 'ADVANCED RENAL EDUCATION PROGRAM' website. The navigation bar includes Home, eLearning, Articles, Symposia, Search, Support, Glossary, and Links. The breadcrumb trail is Home > Courses > General Topics. The 'eLearning' section features two course cards. The first card is for 'Home Dialysis Options' with a 'New Animated Video!' and a 'Start Non-CE Course' button. The second card is for 'Good Nutritional Practices for Hemodialysis Patients' with a description and three buttons: 'Start Non-CE Course', 'Login for CE Course' (circled in red), and 'Comenzar el curso sin CE'.

When you are done with the course, download and save a .pdf copy of the certificate. Upload it to your Typhonexternal documents.

Attachment B

Instructions for the “Counseling Script”

You will write key points from an imaginary conversation of a dietitian who is trying to get a patient to stop drinking sugar sweetened beverages using different theories.

Each “script” will be worth 25 points. 5 points for each of the

following:

- Clear use of theory
- Specific examples on constructs
- Addresses scenario
- Nutritionally appropriate (within scope of practice)
- No grammatical errors

1) Use the Cognitive behavioral Theory with a 40-year-old elementary school teacher who is overweight:

2) Use the Health Belief Model with a 30-year-old male recently diagnosed with pre-diabetes:

3) Use the Social Learning Theory with a teenage athlete:

4) Use the Transtheoretical Model with a young mom regarding taking care of her children:

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Course Player Window Size: 800x600 1024x768 1280x1024 1600x1200

Select a Course Module for Details:

- Referral to a Registered Dietitian
- Unintended Weight Loss in Older Adults
- Waist Circumference
- FOUNDATION REVIEW: Aging
- FOUNDATION REVIEW: Cancer
- FOUNDATION REVIEW: CVD
- FOUNDATION REVIEW: Dietary Supplements
- FOUNDATION REVIEW: Infancy
- FOUNDATION REVIEW: Lactation
- FOUNDATION REVIEW: Micronutrients
- FOUNDATION REVIEW: Nutritional Anemias
- FOUNDATION REVIEW: Obesity
- FOUNDATION REVIEW: Pediatric Obesity
- FOUNDATION REVIEW: Pregnancy
- FOUNDATION REVIEW: Sports Nutrition
- FOUNDATION REVIEW: Young Children**

FOUNDATION REVIEW: Young Children
 Author: The NIM Team
 Contact: Nutrition In Medicine
 Reviewed: 2/10/2012
 Latest Exam Score: 89% (8/9)

Start Course

NOTE: The course player opens a new window. Make sure you don't have any pop up blockers enabled.

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- Behavior Change Counseling
- Cachexia
- Celiac Disease: Nutritional Management
- Cholesterol Lowering with Lifestyle Changes
- Dietary Supplements in Sports
- Dietary Supplement Interview
- Effective Weight Loss Strategies for Adults
- Gastroesophageal Reflux Disease in Adults
- Gestational Diabetes Mellitus
- Lactose Intolerance
- Lifestyle Management of Hypertension
- Nutrition & Exercise for Newly Diagnosed DM2
- Nutrition Assessment for Cancer Patients
- Nutrition Care for Cancer Treatment
- Pediatric Weight Control: Lifestyle Intervention
- Physical Activity for Adults

FOUNDATION REVIEW: Young Children
 Author: The NIM Team
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Start Course

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Emergency Preparedness Project

Introduction and Directions:

Emergency Preparedness is a key issue for registered dietitians (RDs). Regardless of the type of employment one may have, being ready when disaster strikes is an essential part of any job. As RDs we have the knowledge and ability to assist in a wide variety of areas, from food safety and sanitation to medical nutrition therapy, we bring a vast set of skills to the table.

This module is meant to enhance your knowledge of emergency preparedness and highlight the potential role of the RD. You will complete an emergency preparedness case scenario in which you will plan for the food and nutrition needs of a community during a natural disaster.

After completing this module and assignment you will have fulfilled the following competencies:

CRDN 1.3: Justify programs, products, services and care using appropriate evidence or data

CRDN 1.6: Incorporate critical-thinking skills in overall practice. (New CRDN, did not exist in 2012 standards).

CRDN 3.9 – Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources. (CRD 3.5 in 2012 Standards).

CRDN 3.10- 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 3.6 in 2012 Standards).

CRDN 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food

CRDN 4.5: Analyze quality, financial and productivity data for use in planning. (CRD 4.6 and CRD 4.9 combined from 2012 standards).

CRDN 4.6: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment. (CRD 4.7 in 2012 standards).

CRDN 4.8: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies. (CRD 4.10 in 2012 standards).

CRDN 4.10: Analyze risk in nutrition and dietetics practice. (New CRDN, did not exist in 2012 standards).

Note- the time spent on any part of this exercise needs to be recorded in your monthly time sheets,

enter the hours under community engagement but make a note that clarifies that you were working on this project.

This assignment can be done individually or in groups of 2-3 students (but no more than 3 students/group). You must complete by. You will submit a written report to Aida and will participate in presentations to fellow students.

The Case Scenarios below. Please note that locations and names are fictional.

You are an RD at Muriel County's health clinic, located 70 miles north-east from Minneapolis. Muriel County is divided in two by the Wacala River, with most of the population living to the west of the river.

The health clinic is contacted by the minister, John, from a House of Worship (HOW) in the western part of the county. John is asking for assistance from the clinic as he tries to develop a disaster plan to be executed at his HOW. You have been asked to participate in these discussions since your input is integral to the design of this disaster plan.

John states that his HOW is located on a hill in a remote area of western Muriel county, near the Wacala river. Not far from the HOW is a mobile-home (trailer-home) community whose homes are fairly close to the river, in a shallow area of a valley. Since the area is remote, the only way to access it is via a narrow 2-lane road that spans a mile between this small community and Hwy 189. During most of the year they are able to keep the road in good condition and access to the Hwy isn't a problem.

John proceeded to explain that, over the past 3 years during the rainiest months, the Wacala River has risen significantly, and twice it has caused severe flooding in the valley. The mobile homes have flooded and the road to the Hwy has been impassable for 2-3 days. Since the HOW is on a hill and within walking distance from the mobile-home community, he has opened the doors to the residents to take refuge there until the waters subside.

John explained that both times they have struggled to "make do" with the limited resources they had during those 2-3 days. Once the electricity was out since a power line was struck down by lightning during a thunder storm. Both times their water was "dirty", probably as a result of the flooded water making its way to their well. They also ran out of everything, from toilet paper to diapers, not to mention food! In addition to these basic needs, some residents of the community have chronic illnesses that needed medication, adequate food and continual monitoring, all of which were difficult if not impossible to manage.

John is asking the clinic to develop a disaster plan in anticipation of the next flood. With the rainy season starting in 2 months, he is already worried about potential flooding in the near future.

He has surveyed the mobile home community and has the following demographics to share:

- There are 30 mobile homes, with a total population of 98 residents.
- The ages span between 1 month and 86 years.

- Currently there are 4 infants: 1 month old, 6 month old, 8 month old and 10 month old.
- There are 38 children between the ages of 1 and 18 years:
 - Ages 1-4 years: 15
 - Ages 5-12 years: 18
 - Ages 13-18 years: 5
- There are 50 adults between the ages of 19-64 years
- There are 6 adults between the ages of 65 and 86 years

- The HOW has 2 people living in an attached home, John and his wife, both of them are 61 years old.

One of John's concerns is the health status of some of the residents:

- One man, age 64, has end-stage renal disease and receives hemodialysis three times a week at a regional hospital, located 1 hour away.
- One man, age 55, and 3 women, ages 45, 58 and 59, have type 2 diabetes. None of them is on insulin. All of them take oral agents to help control their diabetes.
- One girl, age 15, has celiac disease. She is "a bit rebellious" and is known to not comply with her diet.
- The one-month-old infant seems to have a milk allergy and the mother states he is on a very expensive formula called "Enfamil Nutramigen".

When asked about cooking facilities, John states that the HOW doesn't have any cooking facilities. His home has a small kitchen that includes the following electric appliances:

- A stove with 4 burners
- An oven
- A microwave oven
- A toaster with 2 slots
- A dishwasher
- A refrigerator (normal size) with freezer
- One crock pot
- A 10-cup coffee maker

They also have a small gas grill in their yard.

When asked about serving facilities, John stated that they have a large hall with tables and chairs that sits about 100 people. They use it for meetings or pot-lucks. The room does have a very small kitchen with a 4-burner electric stove with an oven, a microwave oven, a sink and a regular-size refrigerator. They rarely use it for cooking, but they do use it for re-heating food during pot-lucks.

When asked about where the residents usually shopped for groceries, John indicated that there is a Super Walmart about 1 hour away in a neighboring town, and most residents shop there on a weekly or bi-weekly basis. Some essentials are bought more often from smaller stores in Muriel County, but Walmart is where he would go if he needed to stock-pile some supplies.

When asked about a budget for this disaster plan, John states that his congregation has collected funds to help the community. Of this money he calculates that he can spend about \$600 on feeding. The remaining money he is allocating to cleaning needs and sleeping facilities.

From his experience, John stated several aspects that should be covered in a disaster plan. The ones pertaining food and nutrition are:

- What food and drinks would he need to keep at the HOW in anticipation for a disaster?
- For how many days should he plan on having food? In the past, residents have needed to stay at the

HOW for 2-3 days.

- Should the residents of the mobile-home community also prepare an emergency supply of food/drinks and bring with them to the HOW?
- If a resident had something in their refrigerator (like milk, eggs, meats, cheeses, cooked casseroles, infant formula), can they bring it to the HOW? If so, which of these would need refrigeration?

- If a resident had a cooked dish ready when the flood happened, can they bring it to the HOW and share with others?
- How should he assign cooking/feeding roles to the residents? In the past they barely got by with the little food he and his wife had, and what residents brought in from their homes. His wife and one other woman did all the cooking, but it wasn't much since there was little food to cook.

After John left, the clinic manager held a staff meeting. You are assigned the task of putting together the plan for food, beverages and feeding. Your assignment is:

- 1) Come up with a menu that can be implemented during a disaster. Decide for how many days you will plan a menu for. Any "dishes" should be accompanied by a recipe, the equipment where they will be cooked. The fact that this is a residential kitchen without commercial cooking equipment needs to be taken into account (for instance, they will not have cookware to make 100 portions of soup in one pot).

Take into account:

- a. The shopping will be done at Super Walmart, Sam's Club or Costco.
- b. There are different ages being served.
- c. There are very limited cooking facilities.
- d. There are only two small refrigerators to store food.
- e. Assume that the electricity will NOT go out.
- f. There are medical needs amongst the population. Decide if you will use the same menu for everyone or if you will need to create separate menus. If you need separate menus, include those as well.

Note: The medical director of your clinic has said that, in the event of an emergency, the man with end-stage renal disease would be airlifted to a hospital if the disaster spanned for longer than 24 hours. Thus, this person will likely be at the HOW for the first 24 hours and will eat there.

- 2) Come up with an itemized list of all the food and beverages that need to be purchased. Include prices as part of your list. For each perishable item, state when it should be discarded and restocked in case of expiration. Include any materials that may also be needed, for instance, garbage bags, utensils, plates, cups, cleaning equipment, safety equipment, additional cooking/storing equipment, etc.
- 3) Based on the list, come up with an estimated cost. If the estimated cost is greater than his budget, provide two potential solutions.
- 4) Develop a cooking and cleaning schedule for the residents including:
 - a. Who should participate in cooking (what criteria can John and his wife use to assign cooking responsibilities)?
 - b. How many people need to cook or prepare food at each feeding time?
 - c. What other "jobs" need to be fulfilled at each feeding time? How many people can fulfill these jobs?
 - d. Develop a short "job description" for each of the roles. Highlight what their role is and how it is to be done. Specify any safety measures that may be needed.

- 5) Come up with a home-emergency-preparedness handout(s) for the mobile-home residents. Decide if you will have a different handout according to the members of each family, or if you will develop only one. On the handout(s) you need to address some of the questions/concerns that John had about families bringing refrigerated items with them and/or warm, cooked dishes.

- 6) Your manager has asked you to also develop an evaluation tool to determine if this disaster plan was effective. Although “when” the disaster plan will be put into place is not known, it will be important to collect feedback as to improve the plan for subsequent needs. Develop the evaluation and decide who will take part in the evaluation (providing feedback) and why.

Final note- you will be using MANY of your nutrition skills in this Disaster Plan. I trust that you will do the work utilizing your skills and abilities and not the skills and abilities of others that have developed plans for people with chronic illnesses. If I find your menu on the internet you will need to complete this assignment again.

Emergency Readiness Simulation – Oral Presentations- Evaluation Rubric

Student Name(s): _____

Category	Exemplary	Exemplary Points 15-20	Competent (Points) 9-14	Developing (Points) 0-8	Comments
Organization	<input type="checkbox"/> There was a clear introduction of the overall project. <input type="checkbox"/> Each sub-topic covered was clearly introduced. <input type="checkbox"/> The order in which topics were presented was logical and clear.				

<p>Group Work (if done as pairs)</p>	<p><input type="checkbox"/> The presentation allowed each member equivalent time to shine.</p> <p><input type="checkbox"/> Each member demonstrated good public speaking skills (appropriate eye contact, voice volume, speed, tone and quality).</p> <p><input type="checkbox"/> Connections between individual presentations were clear.</p> <p><input type="checkbox"/> Pairs treated each other with respect and camaraderie.</p>				
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	<p><input type="checkbox"/> The use of technology was appropriate and done without fumbling.</p>				
<p>Individual Work (if done solo)</p>	<p><input type="checkbox"/> The presenter spoke clearly, at an appropriate tempo and volume, modulating voice tone and quality.</p> <p><input type="checkbox"/> The presenter made appropriate eye contact and was able to connect with the audience.</p> <p><input type="checkbox"/> The presenter utilized technology appropriately and without fumbling.</p>				
<p>Use of time</p>	<p><input type="checkbox"/> The presenter(s) used most or all the time allotted, covering all salient points without rushing or spending too much time on any one area.</p>				

<p>Presentation Content-</p> <p>Checklist of Points to be addressed</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rationale for decisions was clearly and logically stated, showing significant amount of research. <input type="checkbox"/> High level of critical thinking and creativity were evident. <input type="checkbox"/> All main points covered: <input type="checkbox"/> Menu for appropriate# of days <input type="checkbox"/> Menu items with recipes <input type="checkbox"/> Cooking/cleaning equipment & facilities <input type="checkbox"/> Itemized Budget <input type="checkbox"/> Minimum of 2 ideas to stretch budget <input type="checkbox"/> Man with ESKD <input type="checkbox"/> Teen with Celiac Disease <input type="checkbox"/> Adults with Type 2 Diabetes 				
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	<input type="checkbox"/> Infant with cow's milk protein allergy <input type="checkbox"/> Selection of cooking and cleaning volunteers <input type="checkbox"/> Job descriptions for cooking/ cleaning volunteers <input type="checkbox"/> Handout for MobileHome residents <input type="checkbox"/> Evaluation tool				
		A=	B=	C=	Total Points (A+B+C)

Emergency Preparedness Project - Rubric for Written Assignment

Student(s):

Category	Exemplary	Exemplary Points	Competent Points	Developing Points	Comments
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> There was a clear introduction to the project. <input type="checkbox"/> Information is well organized with well-constructed paragraphs and subheadings. 				
Menu development	<ul style="list-style-type: none"> <input type="checkbox"/> Menu planned for right # of days. <input type="checkbox"/> Menu is appropriate for emergency and shows extensive research and critical thinking. <input type="checkbox"/> Age groups & disease states considered. <input type="checkbox"/> Cooking facilities and equipment maximized. 				
Shopping list	<ul style="list-style-type: none"> <input type="checkbox"/> Shopping list is consistent with menu & recipes, shows extensive research and critical thinking. <input type="checkbox"/> Age groups & disease states considered. <input type="checkbox"/> Expiration dates & storage considered. 				
Budget	<ul style="list-style-type: none"> <input type="checkbox"/> Budget is clear and realistic. <input type="checkbox"/> Extensive time was spent in researching costs and alternatives. <input type="checkbox"/> Ideas for additional funding show critical thinking and creativity. 				
Human Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Human resources were well thought out. <input type="checkbox"/> Selection of positions and duties were based on clearly delineated criteria. 				

	<input type="checkbox"/> Job descriptions are well written and professionally done.				
Materials	<input type="checkbox"/> Materials/information for the public was easy to understand and written at an appropriate reading level. <input type="checkbox"/> All pertinent information was included.				
Evaluation	<input type="checkbox"/> Evaluation tool clearly evaluated the key functions that needed to be performed in an emergency. <input type="checkbox"/> Evaluation was well written, organized, and concise.				
Grammar, Readability, Professional standards.	<input type="checkbox"/> Excellent grammar, spelling, punctuation. <input type="checkbox"/> Paper and attachments were easy to read. <input type="checkbox"/> Paper and attachments reflect professional work expected of a graduate student. <input type="checkbox"/> All non-original work was referenced.				
		A=	B=	C=	Total Points:



Instructional Resources to Supplement Virtual Learning

We understand this is a challenging time, as many schools, universities, and professional meetings are transitioning from in-person education to virtual learning to prevent the spread of COVID-19. National Dairy Council has a variety of high-quality educational resources that can be used to supplement virtual learning. A few are highlighted below, but additional information can be found at www.nationaldairycouncil.org. (We are updating our website in April and will share new links upon the site's launch.)

Webinars

- [A World Well Nourished: Dairy's Role in Health and Sustainable Food Systems](#)
- [DairyDYK: Your Top Questions Answered](#)
- [Get Cultured on Fermented Dairy Foods](#)
- [Fat or Fiction: The Science of Whole Milk Dairy Foods Within Healthy Eating Patterns](#)
- [Diabetes and Dairy: Research, Recommendations and Real World](#)
- [Power of Protein: Quality & Quantity in Healthy Eating Patterns](#)

Resources, Infographics and Videos Dairy

Basics

- [Answers to Common Questions: Dairy A to Z](#)
- [Dairy Dictionary](#)

Sustainable Nutrition

- [Dairy as a Driver of the Sustainable Development Goals](#)
- [Dairy's Role in Addressing the Triple Burden of Malnutrition](#)
- [Honor the Harvest. From Farm to Table and Back Again](#)
- [Honor the Harvest. Nourish People. Be a Food Waste Warrior](#)

Dairy Farming

- [The Udder Truth on Antibiotics, Big Farms and Animal Care \(Videos\)](#)

Dairy Nutrition 101

- [Dairy Foods Key for Supporting Health](#)
- [Milk. A Nutrient Powerhouse](#)
- [What Do Milk Fat Percentages Mean?](#)
- [Think Your Drink How Milk Compares to Other Beverages](#)

Lactose Intolerance

- [Lactose Intolerant 5 Things You Need to Know](#)
- [Living with Lactose Intolerance. Tips and Tricks \(Video\)](#)

Childhood Nutrition

- [Airplane Choo Choo: A Feeding Guide for Children \(developed by NDC and American Academy of Pediatrics\)](#)

Sports Nutrition

- [Sports Nutrition Presentation for Collegiate Athletes \(developed by NDC and Collegiate and Professional Sports Dietetic Association\)](#)
- [Milk. Nature's Sports Drink](#)

Teaching Tools

- [Downloadable Food Models](#)

Science Summaries

- [Dairy and Nutrient Contributions](#)
- [Dairy in Healthy Eating Plans](#)
- [Milk and Your Health](#)
- [Cheese and Your Health](#)
- [Yogurt and Your Health](#)
- [Dairy and Lactose Intolerance](#)
- [Dairy and Cardiovascular Disease](#)
- [Whole and Reduced-Fat Dairy Foods and Cardiovascular Disease](#)
- [Dairy and Type 2 Diabetes](#)
- [Dairy and Blood Pressure](#)

I hope that you, your students and your family are safe and well. Please don't hesitate to reach out if NDC can help support your education efforts in this unpredicted time.

Best,

Welcoming interns to your site

While each rotation may be different in terms of format, content, and activities, all preceptors face the crucial question, “How can I welcome interns so they have a positive first impression of me and the site?” First impressions and the way you structure your initial meeting with the intern can have a major impact on the intern’s perception of how the rotation will be, what the learning environment will be like, and what type of relationship they will have with you and others at the site¹. Here are some ideas for how to welcome interns to your site based on effective precepting principles¹ and prior intern feedback:

- Set aside a block of time early in the morning on the first day of the rotation to meet with the intern. Be sure this time is blocked off on your schedule/calendar and try to minimize possible interruptions from phone, email, and other staff so you can focus on welcoming the intern to your site.
- Start by having some time to get to know your intern personally. Ask questions about their professional and personal interests based on the information they have shared in their biographies (see pages 7- 11). Show that you are interested in them as a person as much as an intern.
- Share your own story with the intern. Tell them about how you came to do the work you do and what you love about it. Tell them about what is important to you outside of work – your family, friends, hobbies, and interests – if you feel comfortable. Help them see you as a person as much as a preceptor.
- Provide helpful information to orient the intern to your location. Where can they leave personal items at the facility? Is there a computer or desk they can use to do their work? Should they bring their own computer each day?
- Introduce them to key staff that they will work with during the rotation. Help them understand how people “fit” into the organizational structure and their rotation.
- If the intern will be on site, provide them with a tour of the facility showing them key resources that they may need or want (restrooms, lunchroom, a desk where they can work, etc.).
- Set expectations for you and your site. What are your expectations around start and end time? How often will you speak or meet each week? What is the best way for them to get in touch with you if they have any problems or concerns?
- Above all, display enthusiasm that the intern will be working with you. Ensure they know that you are happy they are there, you are looking forward to working together, and that you value their efforts.

Reference:

1. Effective Preceptorship: A guide to best practice at <https://saskpreceptors.ca/documents/preceptor-manuals/PreceptorGuidelines.pdf>

Source: Cynthia Bartok