

COMPETENCIES AND OBJECTIVES -- Community Nutrition Programs

Second Harvest Food Bank

COMPETENCIES AND OBJECTIVES	LEARNING ACTIVITIES	EVALUATION	EXAMPLES OF RESOURCES
<p>1. <u>Nutrition Program Overview</u> Demonstrates knowledge of nutrition program and delivery of services.</p> <ul style="list-style-type: none"> • Describes the goals and purpose of the nutrition program/agency. • Identifies program-eligible population and their nutrition care needs. • Describes the benefits and services provided by the program. • Follows established policies and procedures of the federal, state and local agencies in providing program services. • Upon instruction from the nutritionist, makes appropriate modifications to guidelines and regulations in the delivery of services. • Uses basic procedures in implementing program services, e.g. enrollment, nutrition education, participant intake, etc. • Follows established procedures in determining eligibility for the program. • Describes the responsibilities of each staff member of the nutrition program. 	<ul style="list-style-type: none"> • Field observations • Familiarizes self with policies, procedures, and eligibility requirements of programs and services. • Conducts an informational interview with Director for an overview of programs and services. 	<p>Evaluation Report</p> <p>Continuous feedback by preceptor</p> <p>Mid-progress evaluation</p> <p>Final performance evaluation</p>	<p>Policy and Procedure Manual</p> <p>Web sites</p> <p>Program brochures & forms</p> <p>Organization chart; job descriptions</p>

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<p>2. <u>Nutrition Principles</u> Applies knowledge of basic nutrition principles in the provision of nutrition services.</p> <ul style="list-style-type: none"> • Uses knowledge of human nutrition to identify the nutrition requirements of participants. • Uses dietary standards, e.g. Daily Food Guide, MyPyramid, and Dietary Guidelines in evaluating and planning food intake. • Applies knowledge of food groups and recommended serving sizes in assessing participants' intake for nutrition adequacy. • Uses basic nutrition principles in providing nutrition education materials to participants. • Incorporates principles of nutrition and physical activity in nutrition education classes/workshops. • Takes into account participant's cultural, social and economic needs when planning and delivering nutrition education services. 	<ul style="list-style-type: none"> • Study and review the “2005 Dietary Guidelines for Americans” and MyPyramid guidelines. • Provides a nutrition presentations for groups of participants. • Identifies participants with special dietary needs and provides proper education materials (i.e. pregnant teens, adults in recovery, transitional housing residents, seniors) • Reviews various educational materials and takes into account appropriate literacy level. • Participates in professional development trainings and workshops. 	<p>Continuous feedback: Preceptor to observe student and give oral feedback</p> <p>Feedback on completed dietary assessments</p> <p>Mid-progress evaluation</p> <p>Final evaluation based on progress evaluation and continuous assessment</p>	<p>MyPyramid and Dietary Guidelines for Americans http://mypyramid.gov</p> <p>Curricula materials and other nutrition education resources</p>

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<p>3. <u>Communication Skills</u> Uses appropriate communication skills.</p> <ul style="list-style-type: none"> • Communicates in clear, concise manner, using terminology appropriate to target audience. • Follows recommended procedures for obtaining participant information. • Demonstrates sensitivity to participant's cultural, social and economic background. • Demonstrates sensitivity to participant's beliefs relating to food and nutrition. • Uses effective educational and counseling methods to recommend and promote behavior change. • Records pertinent information in appropriate format using acceptable wording and correct medical terminology. • Uses correct and professional telephone etiquette. 	<ul style="list-style-type: none"> • Observes staff interacting with participants. • Uses appropriate telephone etiquette. • Interacts with participants in delivering program or clinic services • Develops and presents an education session to target audience. • Conducts inservice to staff on assigned topic. • Contributes an article for the organization's newsletter or other communiqué. • Submits a written Quarterly Report, documenting learning goals and activities. • Participates in staff meetings. 	<p>Continuous evaluation and feedback</p> <p>Mid-progress evaluation</p> <p>Final performance evaluation</p>	<p>Policy and Procedure Manual</p> <p>Customer Service Tips</p> <p>Management Manual</p>

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<p>4. <u>Program Eligibility</u> Determines program eligibility based on established criteria, if applicable.</p> <ul style="list-style-type: none"> • Collects appropriate enrollment data from participants, if applicable. • Identifies program requirements based on regulations. • Determines types of community resources provided to participants. 	<ul style="list-style-type: none"> • Observes staff's outreach and recruitment efforts to enroll new participants. 	<p>Observation and feedback from preceptor</p> <p>Mid-progress evaluation</p> <p>Final performance evaluation</p>	<p>Program forms</p> <p>Policy and Procedure Manual</p>

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<p>5. & 6. <u>Nutrition Screening & Assessment</u> Administer nutrition screening and follow up to participants, where applicable. Assist in nutrition assessment and documentation, if applicable.</p> <p>NOTE: All students will achieve these two competencies during the mini-rotation through the Nutrition Clinics at Student Health Center or Fitness Center.</p> <ul style="list-style-type: none"> • Compares anthropometric measurements to reference standards to determine nutrition risk, if applicable. • Compares pertinent biochemical data, e.g. hemoglobin and hematocrit, to established criteria to determine nutrition risk, if applicable. • Performs nutrition screening of participants using established procedures. • Identifies factors affecting nutritional status, e.g. food and medication interactions, dietary intake. 	<ul style="list-style-type: none"> • Evaluates information obtained from monitoring reports. • Plans the types and number of education contacts to be provided for participants/families. 	<p>Continuous feedback</p> <p>Mid-progress evaluation</p> <p>Final Performance evaluation</p>	<p>Program forms</p>

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<p>7. <u>Nutrition Education</u> Educates participant as appropriate, based on assessed nutrition needs.</p> <ul style="list-style-type: none"> • Educates participant as appropriate, based on assessed nutrition needs. • Provides nutrition education to participants through annual training. • Educates participants on possible health implications of certain food/nutrition practices. • Provides information on the benefits of good nutrition and physical activity. • Uses appropriate nutrition education materials in nutrition class. • Tailors education activities to individual’s educational, cultural, ethnic, economic and other special needs. • Participates in staff training as recommended by the nutritionist. • Explains the difference between regular and special diets. 	<ul style="list-style-type: none"> • Conducts field observations of nutrition education staff. • Plans and presents nutrition education class or workshop to a specified group. • Assists in the planning, preparation, and implementation of special nutrition outreach events • Prepares a one page nutrition information sheet for participants. • Identifies participants with special dietary needs and provides proper nutrition education materials. • Takes a tour of the Edible Schoolyard at Martin Luther King M.S., Berkeley http://www.edibleschoolyard.org/about.html 	<p>Participant & peer evaluation and feedback on class conducted by student.</p> <p>Mid-progress evaluation</p> <p>Final evaluation based on progress evaluation and continuous assessment</p>	<p>Policy and procedure Manual</p> <p>Field Observation reports of staff</p> <p>Various nutrition education materials and curricula</p> <p><i>“From Telling to Teaching—The Dialogue Approach to Adult Learning”</i> by Dr. Joye A. Norris</p> <p>Nutrition education curricula & resources</p> <p>SNAP-Ed Connection USDA's Food & Nutrition Information Center http://snap.nal.usda.gov</p>

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<p>8. <u>Food Delivery System</u> Demonstrates knowledge of food delivery system.</p> <ul style="list-style-type: none"> Explains rationale of food delivery system. 	<ul style="list-style-type: none"> Teaches food safety and sanitation principles to consumers. Explain eligibility rules and benefits for food assistance programs and emergency food systems. Conducts a field visit to the Food Stamp Office to learn about the program, eligibility, application process, outreach efforts. Observes mealtime at a child care site. Plans a snack/cooking activity that meets CCFP menu standards. Participates in operations at a neighborhood Food Pantry. Compiles information about Farmers' Markets in the community. 	<p>Continuous feedback</p> <p>Mid-progress evaluation</p> <p>Final performance evaluation</p>	<p><i>Professional Food Manager Certification Training, NSF HealthGuard Training Series.</i></p> <p>Food Stamp Program and California Food Policy Advocates websites</p> <p><i>Building blocks for Fun and Healthy Meals</i> –menu planner for CCFP</p> <p>San Francisco Food Bank website http://www.sffoodbank.org/</p>

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<p>9. <u>Referral and Community Outreach</u> Refers participant to appropriate community services.</p> <ul style="list-style-type: none"> • Describes services offered and eligibility requirements of community health, social service and financial support agencies. • Following agency protocol, identifies/refers participants needing referrals. • Documents in participant’s records referrals made or received and referral follow up, if applicable. • Assists staff in planning and implementation of community outreach activities to increase awareness about the program. • Effectively presents information about child nutrition program to target audiences in outreach activities. 	<ul style="list-style-type: none"> • Attends community coalition meeting, BANPAC meetings, task force meetings, and/or other community and professional meetings. • Observes staff referring participants to community services. • Discusses and helps plan outreach activities with staff. • Explores the availability of outreach materials in other languages. 	<p>Observation, discussion and feedback from preceptor</p> <p>Report on available resources for participants/families</p> <p>Mid-progress evaluation</p> <p>Final performance evaluation</p>	<p>Community Resource Manual</p> <p>SF Food, Nutrition & Agriculture Directory</p> <p>California Food Policy Advocates website</p> <p>San Francisco Food Bank website: Hunger 101 online activity http://www.sffoodbank.org/</p>

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<p>10. <u>Computer Skills</u> Use appropriate computer skills to carry out job responsibilities.</p> <ul style="list-style-type: none"> • Enters data into computer accurately and efficiently. • Uses the computer to input/update pertinent data for participants' records. • Communicates effectively by e-mail. • Demonstrates competence in various computer software programs (i.e. word processing, spreadsheets, database management, presentation software, desktop publishing). • Updates and revises "Learning Activities" section for NA Field Experience Guidelines • On a weekly basis, students will post their weekly learning summaries online to the discussion forum of CCSF's Insight to share with other students. • As a culminating project, students will create a multimedia presentation, "The Learning Journey", to document achievement of the core competencies. They will post it to CCSF's Insight to share their unique learning experiences with all students and program faculty. 	<ul style="list-style-type: none"> • Enters relevant participant data from enrollment forms. • Uses the computer to generate reports, flyers, educational materials, etc. • Computer software tutorials 	<p>Preceptor to review records entered by student for completeness and accuracy</p> <p>Mid-progress evaluation</p> <p>Final performance evaluation</p>	<p>Final report summaries</p>