



## **THE NUTRITION ASSISTANT PROGRAM**

# **FIELD EXPERIENCE GUIDELINES**

**Parts I, II, III**



Spring 2012

## FOREWORD



In collaboration with Registered Dietitians and nutrition professionals from various San Francisco Bay Area community nutrition and health care programs and hospitals, we offer a valuable hands-on training opportunity for the students of the Nutrition Assistant Program of City College of San Francisco. We hope that you will find these Guidelines useful to facilitate the field experience component of the vocational program. Your suggestions for future improvements will be very much appreciated. Please communicate them to the Program Coordinator at any time.

## ACKNOWLEDGMENTS

Nutrition Assistant Program Advisory Board Members:

- *CCSF Program Faculty:* May Fong, MPH, RD, Chair, Consumer Education Department; Lisa Yamashiro, MEd, RD, Nutrition Assistant Program Coordinator; and faculty: Teresa Leu, RD, Jill Tarver, MS, RD
- *Field Experience Preceptors*

The on-campus Nutrition Clinics are planned in collaboration with CCSF Student Health Center and Physical Education Department's Health & Wellness Center to provide the Nutrition Assistant Program students experience in one-on-one nutrition counseling under the supervision of a faculty Registered Dietitian.

Resources used in the development of this manual:

Information from *Dietetics Preceptor Training Program* by Commission on Dietetics Registration, American Dietetic Association, 2009.

Baker, S.S., Pearson, M., & Chipman, H. (2009, November). Development of Core Competencies for Paraprofessional Nutrition Educators Who Deliver Food Stamp Nutrition Education. *Journal of Nutrition Education and Behavior*, 2009; 41:138-143.

We also would like to acknowledge Sonia S. Scanlan, MNS, RD, who was instrumental in the development of the pilot program of the Nutrition Assistant Program, for her vision, leadership, commitment to excellence, and dedication to the program from 1997-2003.

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\*electronic version of forms available—see HOEC 106 Field Experience link at [www.ccsf.edu/lyamashi](http://www.ccsf.edu/lyamashi)

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# **PART I**

## **OVERVIEW OF THE PROGRAM AND FIELD EXPERIENCE**

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## INTRODUCTION



The Field Experience Guidelines provide supporting materials for the field experience component of the Nutrition Assistant (NA) Program at City College of San Francisco. It contains an overview of the program, guidelines for students and preceptors, evaluation forms, and required competencies and objectives which are linked with learning activities, and recommended resources. For convenience, electronic versions of all forms and evaluation tools can be accessed from the HOEC 106 Field Experience link from the website at [www.ccsf.edu/lyamashi](http://www.ccsf.edu/lyamashi).

The didactic part of the program covers the following required courses: *Introduction to Dietetics Profession; Nutrition for Health; Foodways Nutrition and Health; Life Span Nutrition and Assessment; and Clinical and Community Nutrition.*

The field experience applies and builds on the knowledge learned from the didactic part of the NA Program. It consists of a total of 160 hours (minimum) of training under the supervision of a registered dietitian (RD) or other nutrition professionals at various field experience sites in the San Francisco - Bay Area.

The field experience offers planned learning activities for the student to achieve the following competencies: nutrition screening and risk assessment, nutrition education, nutrition counseling, intercultural communication, customer service and communication skills, foodservice sanitation and safety, community resource referral, and job-specific computer skills.

The performance evaluation of students will be based on continuous evaluation, verbal feedback from preceptors, a midterm progress evaluation and a final performance evaluation.

For students, we hope that you will find the field experience a valuable opportunity to develop marketable job skills in the field of nutrition and health. For preceptors, we hope it will be a mutually beneficial experience, adding rewards and challenges to your jobs. Our sincere appreciation and thanks for mentoring our future nutrition paraprofessionals, and for your valuable contributions to our program and profession.

## **PROGRAM PHILOSOPHY AND MISSION STATEMENT**



The Nutrition Assistant (NA) Program values the promotion of healthy living through education, nutrition resources, meal programs, support and referral in our diverse multi-ethnic populations. The program is committed to train students to provide culturally sensitive, quality nutrition care to help clients achieve optimal health and well-being at every stage of life.

## **PROGRAM GOAL**

The goal of the Nutrition Assistant Program is to promote knowledge and develop skills and competencies in the delivery of nutrition education, nutrition services, and community resource referrals in public health programs and hospitals.

## **OBJECTIVES OF FIELD EXPERIENCE**

- to apply theoretical principles and didactic preparation to a field experience assignment, under the guidance of a registered dietitian (R.D.), nutritionist, or registered dietetic technician (D.T.R.), or other qualified nutrition professionals.
- to integrate concepts of community nutrition, including screening, assessment, eligibility determination, delivery of services and evaluation, and to validate knowledge and skills in order to identify areas for further career development.

## PROGRAM CURRICULUM



**Courses** for Semester 1 of the Nutrition Assistant Program of City College of San Francisco are: Introduction to Dietetics Profession (HOEC 98), Nutrition for Health (HOEC 99), and Foodways, Nutrition and Health (HOEC 100). HOEC 98 focuses on the scope and nature of work in the nutrition field, including higher education pathways, career opportunities, professional roles, skills, responsibilities, ethics. In HOEC 99, students are introduced to the study of the nature and physiological roles of nutrients, their food sources and requirements using a practical approach; relation of diet to health; evaluation of dietary adequacy. HOEC 100 teaches the cultural, social, and economic influences on food habits, their diet-related health risks and implications; foodservice safety and sanitation.

**Courses** for Semester 2 are: Life Span Nutrition & Assessment (HOEC 104) and Clinical & Community Nutrition (HOEC 105). In HOEC 104, students will learn nutritional needs and special nutrition concerns throughout the life cycle, including pregnancy and lactation; nutrition screening parameters for each age group, and interviewing and counseling techniques. HOEC 105 provides an introduction to the principles of medical nutrition therapy, and nutrition in public health with an emphasis on nutrition education.

**Field experience** starts after the completion of the didactic part of the program so that the students will have the opportunity to acquire as much theoretical background from their courses as possible to make their field experience more meaningful. The field experience consists of the equivalent of two eight hour days per week for a total of ten weeks (160 hours minimum). During this time the student will learn job specific skills under the supervision of a registered dietitian (R.D.) and/or other nutrition professionals.

## STANDARDS OF PRACTICE

### **Purpose of Field Experience:**

To enable the student to apply theoretical knowledge and acquire practical skills in delivering public health nutrition services.

### **Schedule**

1. Student will be assigned to a field experience site for the equivalent of twenty 8-hour sessions (160 hours minimum).
2. Hours of operation will vary depending on site. A lunch break will be provided.
3. Students need to discuss and arrange with preceptor any deviations from the above schedule.
4. For successful completion of the field experience, the students are required to be punctual.
5. Because of the limited space and equipment, students are required to be flexible and willing to work within regular program staff schedules and field experience site routines.
6. Be sure to keep a log to keep track and verify your internship hours (160 hours minimum). As with any job, report any absences to your supervisor and field experience coordinator, and arrange make-up days. *Two absences may result in disqualification.* Any deviations from the schedule need to be approved by the field experience coordinator in advance.
7. **While students are placed at geographically dispersed internship sites, they will maintain communication and collaboration with classmates and faculty through Insight online course management software. Through Insight's online communication tools, each student's unique experiences will be shared, thus broadening and enriching each individual's field experience beyond the scope of his/her placement site.**

**Requirement:** Students are expected to post Weekly Learning Summaries and read/respond to classmates' postings regularly, spending the equivalent of 1 hour minimum per week online.

### **Duties:**

1. During the field experience, the duties will be coordinated by the preceptor.
2. During the field experience, the students are representing their respective field experience site; therefore, their clothing, appearance and behavior should always be maintained at a professional standard.

### **Procedural Issues:**

1. Should a concern arise between a student and another person (e.g. program participant, staff member, preceptor), it is the responsibility of the student to discuss it with the preceptor.
2. If a concern is raised by staff or participant, the preceptor will meet with the student. At the preceptor's discretion the meeting may involve the affected staff or participant.
3. In case the problem remains unresolved, the student can request a meeting with the CCSF field experience coordinator and the field experience preceptor.
4. While working at their assigned field site, the students will maintain strict confidentiality. The personal records of participants are to remain confidential. This includes reference to or verification of program participation by an individual.
5. The placement of students at field sites is at the discretion of the CCSF NA program coordinator. The student's preference will be taken into consideration.

**The student pledges in good faith to observe these standards of practice. Failure to comply with any of these standards may result in termination from the NA Program.**

## CORE COMPETENCY AREAS



### **Purpose of Field Experience:**

To enable the student to apply theoretical knowledge and acquire practical skills in delivering public health nutrition services.

### **12 Core Competency Areas:**

NOTE: the *italicized* Specific Competencies listed under the broad Core Competencies may not all apply, and can be adapted or modified as appropriate)

Upon completion of the field experience the student will be able to:

#### **1. Describe the Organization**

*Describe the mission & goals of the organization; eligibility requirements; role of the paraprofessional; program guidelines; delivery of services*

#### **2. Communicate Program Value**

*Serve as a good representative of the organization; share program outcomes and successes with stakeholders/public*

#### **3. Conduct Program Evaluation**

*Use approved evaluation forms and methods for collecting participant and program outcome information; assist in meeting program goals; provide constructive feedback on program effectiveness*

#### **4. Apply Knowledge of Basic Nutrition Principles**

*Apply knowledge of human nutrition to identify the nutrition requirements of clients; use dietary standards (i.e. current Food Guidance System, US Dietary Guidelines) to evaluate and plan food intake; apply knowledge of food groups and recommended serving sizes in assessing clients' intake for nutrition adequacy; provide appropriate nutrition education materials to clients; incorporate principles of nutrition and physical activity in nutrition education classes/workshops; consider clients' cultural, social and economic needs when planning and delivering nutrition education services; participate in professional development trainings and workshops*

- 5. Demonstrate Cross-Cultural Competence and Respect for Diversity**  
*Respect and value people's differences; remain objective and avoid imposing one's own values on others; meet the nutrition education needs of clients of diverse race, ethnicity, gender, age, language, education level, sexual orientation, and disabilities; meet civil rights requirements*
  
- 6. Maintain Effective Internal and External Partnerships and Interpersonal Relationships**  
*Know community demographics, resources, needs, issues; build and maintain effective partnerships with other community agencies; outreach and refer to appropriate community resources; maintain positive working relationships with staff and supervisors; share program materials and ideas; be open to new ideas, concepts, and information; use effective verbal, writing, and listening skills; volunteer or accept additional responsibilities when appropriate; accept constructive criticism and suggestions*
  
- 7. Demonstrate Personal Accountability**  
*Balance multiple responsibilities; communicate concerns and issues to supervisor in a timely manner; practice positive work ethics; demonstrate an understanding of job responsibilities and boundaries; use good judgment about health and personal safety at work; dress appropriately and practice good hygiene; meet scheduled commitments, be on time, cancel appointments only when absolutely necessary; model positive nutrition, health, and food safety behaviors; maintain reliable transportation; keep materials organized; use time wisely; participate actively in staff development/training; use technology and program equipment/materials appropriately and for work purposes only; work independently with confidence; maintain confidentiality of participant and program information*
  
- 8. Maintain Accurate Records and Reports**  
*Submit records and reports neatly, accurately, completely, and on time*
  
- 9. Achieve Excellence in Teaching**  
*Assist with recruitment of clients; assess the needs, interests, and abilities of clients; understand the factors that influence an individual's food behavior; use research-based, approved educational materials; stay current in topics; plan and prepare lesson plans, activities, and materials based on clients' needs, interests, age, and abilities; engage clients in hands-on learning to achieve program outcomes; use teaching techniques that build on clients' learning styles, strengths, prior knowledge, and skills; create respectful learning environments in which clients feel comfortable to participate; encourage clients to increase food and nutrition-related skills and become more independent; acknowledge clients' successes; use evaluation results to focus programming and improve teaching skills/techniques*

**10. Administer Nutrition Screening, Assessment, and Counseling (of low-risk clients under supervision of Registered Dietitian)**

*Collect appropriate anthropometric data on clients; interview clients to obtain dietary history including a 24-hour recall; analyze nutrient content of clients' food intake using a nutrient analysis software program; complete dietary assessment and identify nutrition needs; consider cultural and socioeconomic factors that affect clients' food choices; counsel/teach clients, as appropriate, based on assessed nutrition needs; prioritize identified nutrition needs of clients; demonstrate motivational interviewing techniques; evaluate effectiveness of counseling based on clients' progress, achievement of goals; document appropriately*

**11. Apply Knowledge of Food Safety and Sanitation**

*Conduct staff in-service; monitor and inspect kitchen; demonstrate safe food handling during cooking demonstrations; teach clients about food safety*

**12. Demonstrate Technology Literacy**

*Demonstrate basic computer skills, including email and accessing the Internet; use proper "netiquette" in email communications; use basic office equipment, including the telephone system, copier, etc; evaluate appropriate and relevant websites; use audio-visual equipment and materials appropriately in teaching; demonstrate proficiency in using diet analysis program; enter data accurately and print reports; create a culminating multimedia "Learning Journey" portfolio presentation documenting achievement of the core competencies*

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# **PART II**

## **GUIDELINES FOR STUDENTS AND PRECEPTORS**

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## INTRODUCTION



The field experience portion of the Nutrition Assistant Program provides an opportunity for students to apply the knowledge acquired during the academic part of the program in a work site setting. The field experience facilitates learning and development of practical skills needed for the delivery of nutrition services.

The Nutrition Assistant (NA) Program Field Experience Guidelines serve as a working guide for students and preceptors during the ten weeks of field experience. The competencies and objectives can be achieved through a variety of learning activities in multiple, repeated, and often creative and flexible ways. Progressively, the students will be expected to take on more responsibilities and perform tasks expected of a nutrition assistant. They will be given as many opportunities as possible so that they can practice and acquire job specific skills. The student should strive to use these opportunities wisely in order to gain the most out of the field experience. The students will work cooperatively with the preceptors and mentors/health workers at all times.

## **ROLE OF THE PRECEPTOR**

The preceptor is the on-site field training supervisor. As a professional staff person, the preceptor serves as a mentor for the students. The role of the preceptor is an evolving one. As a student is guided, observed, and evaluated in acquiring new skills, the preceptor has an opportunity to expand her/his experience and teaching technique.

### **Preceptor**

- Provides student with essential information and procedures for learning a competency:
  - a. identifies the steps needed to master a competency
  - b. assesses current skill level of the student in relation to competency
  - c. gives student essential information
  - d. demonstrates correct procedure for student to observe
- Creates opportunity to practice skills necessary to master a competency and to achieve the objectives of the field experience.
- Provides student with reinforcement and constructive feedback throughout learning process, serving as an accessible and approachable mentor.
- Provides opportunity for student to work independently.
- Evaluates student's performance. Completes a written Final Performance Evaluation, and meets and discusses constructive feedback with the student by the end of the 10<sup>th</sup> week of the field experience.
- Serves as appropriate resource person and role model for professional and ethical behavior.
- As schedules/time permits, may also serve on the Advisory Board of the Nutrition Assistant Program.

Adapted from 'The Preceptor' A manual of training behaviors for professionals, 1980.

## During the field experience:

1. Preceptor will provide an overview of the assigned program, including
  - a. the goals of the specific work site
  - a. the delivery of services
  - a. the structure of the work site's program
  - a. community contacts and referrals
  - a. policies and procedures
2. Preceptor will introduce students to staff and establish links between students and community persons. Student-Mentor teams will be formed between students and staff members if appropriate.
3. Preceptor will provide support and ongoing supervision of students at work sites.
4. Preceptor will explain and demonstrate the procedures that the student is expected to learn during field experience.
5. Preceptor will observe students performing specific assigned procedures.
6. Preceptor will plan assignments and work schedule for a student according to objectives for field experience.
7. Preceptor will provide opportunity for student exposure to all aspects of the work site's function.
8. Preceptor will encourage students to participate in staff training.
9. Preceptor will allocate regular time to administer progress evaluation and to receive feedback from student.
10. At the end of field experience preceptor will prepare a final performance evaluation and will discuss it with student.



## **ROLE OF THE STUDENT**

The role of the student is an active, independent and responsible one. As the student researches, observes, practices, and refines new skills, she or he has the opportunity to gain experience in applied nutrition in the community setting.

### **Student**

- Researches essential information and follows procedures for mastering outlined competencies.
- Observes skills modeled at the work site setting.
- Practices skills necessary to master a competency and to achieve the objectives of the field experience.
- Receives and applies constructive feedback throughout learning process.
- Models professional and ethical behavior particularly at the work site settings.
- Completes assignments, maintains logs and other documents, and attends work as scheduled.
- Uses a problem solving approaches in discussing concerns with field experience with the preceptor.
- Works cooperatively with the preceptor, staff and other students.

From UCLA School of Public Health, Community Health Science Department.

### **During the field experience the student will:**

1. Observe the Standards of Practice as described in the Field Experience Guidelines.
1. Post weekly Learning Summaries through CCSF's Insight interactive online communication tools. The purpose of the discussion forum postings is to keep record of the activities and progress made during the session towards achieving the course objectives, and to provide feedback to the NA Program Coordinator.
1. Complete evaluation reports. By the 5<sup>th</sup> week, please complete the Mid-Progress Evaluation form and discuss with preceptor(s).
1. Notify the preceptor immediately if she/he will be absent from work. Missed days will have to be made up. More than two absences may result in dismissal from program.
1. Discuss all concerns first with the preceptor in a problem solving framework.
6. Each student will also create a "Learning Journey" multimedia presentation to document and share his/her unique and rich learning activities in achieving mastery of the 12 core competencies of the field experience. Students will post their presentation in Insight for public viewing, and will share the presentation with their preceptor as part of the final evaluation discussion and feedback. Rubric for the Learning Journey project is posted on Insight.

## GUIDELINES FOR WRITING WEEKLY LEARNING SUMMARIES



The purpose of the Weekly Learning Summary is to help you develop discipline in keeping track of significant learning activities and progress towards reaching the 12 core competencies. Students will reflect, analyze, summarize, and evaluate the week's learning activities by posting a 100-word minimum summary on a weekly basis. What did you experience and observe? What new skills did you learn? What feedback do you have? What helpful feedback did you receive? Which competencies and objectives did you work towards? How do you evaluate your performance? What went well? What areas need improvement or more practice?

The Weekly Learning Summaries also provide:

1. a chronology of events important in your learning and professional development as perceived by you
2. feedback to the preceptor and indications if consultation or assistance is required
3. a basis for analysis of the process of reaching your objectives, writing reports, evaluating results achieved.

Please be sure to highlight significant experiences and observations that occur during your field experience. Relate the skills you acquired to the objectives of the given session.

Please post your Weekly Learning Summary to the appropriate Insight discussion forum by end of each week, and read and respond to new postings several times a week, if not daily. “Netiquette” rules apply at all times!

### Discussion Forum Rubric:

	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b>Quality of postings</b>	Postings reflect, analyze, summarize, and evaluate the week's learning activities, new skills learned, and progress towards achieving the competencies (minimum 100 words).	Postings are not relevant or substantive.
<b>Quantity of postings</b>	Responds to at least two other classmate's postings.	Neglects to respond to any postings; dominates the threads with excessive postings
<b>Timeliness of postings</b>	Responses occur on time.	Fails to submit Weekly Learning Summary by Saturday night.

## GUIDELINES FOR “Learning Journey” Presentation

Create a multimedia presentation to document achievement of the 12 core competencies. Post in the Discussion Forum of Insight for peer review by the specified due date. Also share the presentation with your preceptor as part of the final evaluation and feedback. **NOTE: Students who do not complete this final project will NOT pass HOEC 106, and will not be eligible for the certificate.**

Objective or Performance	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
<b>Content and organization of presentation</b>	Content addressed all 12 core competencies in a thorough, clear, and organized fashion. Included examples of specific learning activities completed to achieve the competencies.  Very detailed and organized	Content addressed all 12 core competencies. One or more of the competencies are not thoroughly and clearly addressed. Included specific learning activities completed to achieve the competencies.  Generally detailed and organized	Content addressed most of the core competencies. Two or more of the competencies are missing. Some learning activities are not included.  Parts of the presentation were not detailed or organized.	Content did not address many of the core competencies. Several of the competencies were not addressed or achieved. Many of the learning activities are not included.  Lacks detail and is unorganized
<b>Graphic design and layout</b>	Excellent graphic design and layout. Incorporated best practices for creating multimedia presentations.  Includes photos and/or graphics.  Consists of at least 12 slides  Very creative	Above average graphic design and layout. Could be improved in one or more areas.  Includes photos and/or graphics  Consists of at least 12 slides  Creative	Graphic design and layout is of average quality, and could be improved in two or more areas.  More photos and/or graphics would enhance the presentation.  Consists of less than 12 slides  Could be more creative	Graphic design and layout of presentation is poor.  Does not include any photos or graphics.  Consists of less than 12 slides  Lacked creativity
<b>Insight Computer Skills</b>	Successfully uploaded the file to the Discussion Forum of Insight for peer review. Responded to at least two other students' postings.	Successfully uploaded the file to the Discussion Forum of Insight for peer review. Responds to less than two other students' postings.	Successfully uploaded the file to the Discussion Forum of Insight for peer review. Neglects to respond to other postings.	Did not post or respond; minimal participation
<b>Teamwork (if applicable)</b>	Worked cooperatively and effectively with team. Members contributed equally to group effort and learned from each other.	Worked cooperatively with team.	Some challenges in working together as a team. Presentation was not fully coordinated between the members.	Much difficulty working together as a team. Work load was not equitable.

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# **PART III**

## **EVALUATION FORMS**

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## MID-PROGRESS EVALUATION

*To be completed by student – discuss with your preceptor*

*The purpose of the Mid-Progress Evaluation is to reflect and discuss with your preceptor any feedback, concerns, suggestions, or advice, and to check on your progress towards meeting all the competencies. This form does not need to be turned in to your preceptor or Field Experience Coordinator. Use it as talking points to guide your discussion.*

1. Review the 12 Core Competencies. Discuss with your preceptor the learning activities which have helped meet the specific competencies, and which competencies do you need more experience or improvement to achieve mastery.
  
2. Comments about the highlights of the internship and accomplishments to date:
  
3. Other suggestions/ideas for improvement:

**5 highest ↔ 1 lowest**

<b>Rate yourself on the following:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4. I was inspired to learn more than required					
5. I seek help if I need it and am proactive.					
6. I complete my assignments/projects in a timely manner.					
7. I have integrated comfortably into my new work environment.					
8. I have established a good working relationship with preceptor.					
9. I demonstrate professionalism and good communication skills.					
10. I regularly log-in to Insight to post Weekly Learning Summaries and interact with classmates.					

# FIELD EXPERIENCE

## FINAL PERFORMANCE EVALUATION



**NUTRITION  
ASSISTANT  
PROGRAM**

### TO BE COMPLETED BY THE PRECEPTOR AND THE STUDENT

Final performance evaluation is an evaluation of objectives and competencies achieved during the field experience.

Note to the preceptor:

When evaluating the student, please include explanatory comments, especially for a rating of **4** (excellent) and **1** (improvement needed in certain areas).

<b>4</b>	<b>Excellent</b>	Performance consistently exceeds expected standards
<b>3</b>	<b>Good</b>	Performance is above average.
<b>2</b>	<b>Average</b>	Performance meets expected standards.
<b>1</b>	<b>Needs improvement</b>	Performance meets minimum standards only. Needs improvement in certain areas as noted.

To earn a “Credit” grade in the field experience, the student must earn a rating of 2 (average) or better for at least 75% of the competencies.



## FINAL PERFORMANCE EVALUATION

**Preceptor:** \_\_\_\_\_

**Site:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

CORE COMPETENCY AREAS (NOTE: the <i>italicized</i> Specific Competencies listed under the broad Core Competencies may not all apply, and can be adapted or modified as appropriate)	4 excellent	3 good	2 average	1 needs improvement
<b>1. Describe the Organization</b> <i>Describe the mission &amp; goals of the organization; eligibility requirements; role of the paraprofessional; program guidelines; delivery of services</i>				
<b>COMMENTS:</b> (specific examples, constructive feedback, etc.)				
<b>2. Communicate Program Value</b> <i>Serve as a good representative of the organization; share program outcomes and successes with stakeholders/public</i>				
<b>COMMENTS:</b> (specific examples, constructive feedback, etc.)				
<b>3. Conduct Program Evaluation</b> <i>Use approved evaluation forms and methods for collecting participant and program outcome information; assist in meeting program goals; provide constructive feedback on program effectiveness</i>				
<b>COMMENTS:</b> (specific examples, constructive feedback, etc.)				

<b>CORE COMPETENCY AREAS</b> (NOTE: the <i>italicized</i> Specific Competencies listed under the broad Core Competencies may not all apply, and can be adapted or modified as appropriate)	4 excellent	3 good	2 average	1 needs improvement
<b>4. Apply Knowledge of Basic Nutrition Principles</b> <i>Apply knowledge of human nutrition to identify the nutrition requirements of clients; use dietary standards (i.e. current Food Guidance System, US Dietary Guidelines) to evaluate and plan food intake; apply knowledge of food groups and recommended serving sizes in assessing clients' intake for nutrition adequacy; provide appropriate nutrition education materials to clients; incorporate principles of nutrition and physical activity in nutrition education classes/workshops; consider clients' cultural, social and economic needs when planning and delivering nutrition education services; participate in professional development trainings and workshops</i>				
<b>COMMENTS:</b> (specific examples, constructive feedback, etc.)				
<b>5. Demonstrate Cross-Cultural Competence and Respect for Diversity</b> <i>Respect and value people's differences; remain objective and avoid imposing one's own values on others; meet the nutrition education needs of clients of diverse race, ethnicity, gender, age, language, education level, sexual orientation, and disabilities; meet civil rights requirements</i>				
<b>COMMENTS:</b> (specific examples, constructive feedback, etc.)				

<b>CORE COMPETENCY AREAS</b> (NOTE: the <i>italicized</i> Specific Competencies listed under the broad Core Competencies may not all apply, and can be adapted or modified as appropriate)	4 excellent	3 good	2 average	1 needs improvement
<b>6. Maintain Effective Internal and External Partnerships, and Productive Interpersonal Relationships</b> <i>Know community demographics, resources, needs, issues; build and maintain effective partnerships with other community agencies; outreach and refer to appropriate community resources; maintain positive working relationships with staff and supervisors; share program materials and ideas; be open to new ideas, concepts, and information; use effective verbal, writing, and listening skills; volunteer or accept additional responsibilities when appropriate; accept constructive criticism and suggestions</i>				
<b>COMMENTS:</b> (specific examples, constructive feedback, etc.)          				
<b>7. Demonstrate Personal Accountability</b> <i>Balance multiple responsibilities; communicate concerns and issues to supervisor in a timely manner; practice positive work ethics; demonstrate an understanding of job responsibilities and boundaries; use good judgment about health and personal safety at work; dress appropriately and practice good hygiene; meet scheduled commitments, be on time, cancel appointments only when absolutely necessary; model positive nutrition, health, and food safety behaviors; maintain reliable transportation; keep materials organized; use time wisely; participate actively in staff development/training; use technology and program equipment/materials appropriately and for work purposes only; work independently with confidence; maintain confidentiality of participant and program information</i>				
<b>COMMENTS:</b> (specific examples, constructive feedback, etc.)          				

<b>CORE COMPETENCY AREAS</b> (NOTE: the <i>italicized</i> Specific Competencies listed under the broad Core Competencies may not all apply, and can be adapted or modified as appropriate)	4 excellent	3 good	2 average	1 needs improvement
<b>8. Maintain Accurate Records and Reports</b> <i>Submit records and reports neatly, accurately, completely, and on time</i>				
<b>COMMENTS:</b> (specific examples, constructive feedback, etc.)				
<b>9. Achieve Excellence in Teaching</b> <i>Assist with recruitment of clients; assess the needs, interests, and abilities of clients; understand the factors that influence an individual's food behavior; use research-based, approved educational materials; stay current in topics; plan and prepare lesson plans, activities, and materials based on clients' needs, interests, age, and abilities; engage clients in hands-on learning to achieve program outcomes; use teaching techniques that build on clients' learning styles, strengths, prior knowledge, and skills; create respectful learning environments in which clients feel comfortable to participate; encourage clients to increase food and nutrition-related skills and become more independent; acknowledge clients' successes; use evaluation results to focus programming and improve teaching skills/techniques</i>				
<b>COMMENTS:</b> (specific examples, constructive feedback, etc.)				

<b>CORE COMPETENCY AREAS</b> (NOTE: the <i>italicized</i> Specific Competencies listed under the broad Core Competencies may not all apply, and can be adapted or modified as appropriate)	4 excellent	3 good	2 average	1 needs improvement
<b>10. Administer Nutrition Screening, Assessment, and Counseling (of low-risk clients under supervision of Registered Dietitian)</b> <i>Collect appropriate anthropometric data on clients; interview clients to obtain dietary history including a 24-hour recall; analyze nutrient content of clients' food intake using a nutrient analysis software program; complete dietary assessment and identify nutrition needs; consider cultural and socioeconomic factors that affect clients' food choices; counsel/teach clients, as appropriate, based on assessed nutrition needs; prioritize identified nutrition needs of clients; demonstrate motivational interviewing techniques; evaluate effectiveness of counseling based on clients' progress, achievement of goals; document appropriately</i>				
<b>COMMENTS:</b> (Note: All students will achieve this competency during the two-day mini-rotation through on-campus Nutrition Clinics, supervised by Registered Dietitian faculty. Some students may get additional counseling experience depending on their placement site.)				
<b>11. Apply Knowledge of Food Safety and Sanitation</b> <i>Conduct staff in-service; monitor and inspect kitchen; demonstrate safe food handling during cooking demonstrations; teach clients about food safety</i>				
<b>COMMENTS:</b> (specific examples, constructive feedback, etc.)				

