### COMPETENCIES AND OBJECTIVES – SAN FRANCISCO HEAD START

<table>
<thead>
<tr>
<th>COMPETENCIES AND OBJECTIVES</th>
<th>LEARNING ACTIVITIES</th>
<th>EVALUATION</th>
<th>EXAMPLES OF RESOURCES</th>
</tr>
</thead>
</table>
| **1. Nutrition Program Overview**  
**Demonstrates knowledge of nutrition program and delivery of services.** | | | |
| - Describes the goals and purpose of the nutrition program/agency. | • Observes staff and volunteers in delivering the program services to participants and prepares a report on observations. | Report evaluation | Policy and Procedure Manual |
| - Identifies program-eligible population and their nutrition care needs. | • Discusses childcare food program procedures with preceptor. | Continuous feedback by preceptor | Head Start of SF Parent Handbook |
| - Describes the benefits as well as specific foods and services provided by the program. | • Determines eligibility for appropriate program services for at least five applicants. | Mid-progress evaluation | Nutrition Forms Manual |
| - Follows established policies and procedures of the childcare food program. | • Familiarizes self with rules and regulations of childcare food programs. | Final performance evaluation | Enrollment/ Eligibility Roster |
| - Upon instruction from the nutritionist, makes appropriate modifications to guidelines and regulations in the delivery of services. | | | Shaping Healthy Food Choices in Childcare and Development Program |
| - Uses basic procedures in implementing program services, e.g. enrollment, nutrition education, participant intake, etc. | | | What’s in a Meal Manual |
| - Follows established procedures in determining eligibility for the program. | | | Kids Module Manual |
| - Describes the responsibilities of each staff member of the nutrition program. | | | |
### 2. Nutrition Principles
- Applies knowledge of basic nutrition principles in the provision of nutrition services.
  - 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 and/or special diet principles in providing nutrition counseling to participants/families.
  - Incorporates principles of nutrition in counseling/classes.
  - Takes into account participant’s individual needs identified in nutrition screening in counseling.

<table>
<thead>
<tr>
<th>LEARNING ACTIVITIES</th>
<th>EVALUATION</th>
<th>EXAMPLES OF RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews literature on child nutrition and summarizes in a short report.</td>
<td>Short Report</td>
<td>Head Start Publications</td>
</tr>
<tr>
<td>Observes a nutrition counseling session.</td>
<td>Continuous feedback: Preceptor to observe student and give oral feedback</td>
<td>WIC Child Nutrition Publications</td>
</tr>
<tr>
<td>Provides group presentation on child nutrition.</td>
<td>Feedback on completed dietary assessments</td>
<td>Tiny Tummies Nutrition News</td>
</tr>
<tr>
<td>Assesses dietary intake of at least five participants using Daily Food Guide and childcare meal pattern.</td>
<td>Mid-progress evaluation</td>
<td>MyPyramid and Dietary Guidelines for Americans</td>
</tr>
<tr>
<td>Takes into account relevant dietary, anthropometric and biochemical parameters in counseling.</td>
<td>Final evaluation based on progress evaluation and continuous assessment</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Communication Skills

**Uses appropriate communication skills.**

- 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.

### LEARNING ACTIVITIES

- Observes staff and volunteers interacting with participants during service hours.
- Uses appropriate telephone etiquette.
- Interacts with participants in delivering program services.
- Gives short nutrition education program to participants/families.
- Conducts inservice to staff and volunteers on assigned topic.

### EVALUATION

- Continuous evaluation and feedback
- Mid-progress evaluation
- Final performance evaluation

### EXAMPLES OF RESOURCES

- Policy and Procedure Manual
- Phone etiquette form
- Head Start of SF referral form
- Head Start of SF progress notes
- Parent Contact Sheet
- Head Start Training Evaluation
<table>
<thead>
<tr>
<th>COMPETENCIES AND OBJECTIVES</th>
<th>LEARNING ACTIVITIES</th>
<th>EVALUATION</th>
<th>EXAMPLES OF RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Program Eligibility</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determines program eligibility based on established criteria, if applicable.</td>
<td></td>
<td>Observation and feedback from preceptor</td>
<td><em>Head Start of SF Nutrition Assessment/Dietary History form</em></td>
</tr>
<tr>
<td>• Collects appropriate enrollment data from participants, if applicable.</td>
<td></td>
<td>Completed <em>Nutrition Assessment/Dietary History form</em></td>
<td>Daily Food Guide</td>
</tr>
<tr>
<td>• Identifies program requirements based on regulations.</td>
<td></td>
<td>Documentation of nutrition screening results</td>
<td></td>
</tr>
<tr>
<td>• Determines types of community resources provided to participants.</td>
<td></td>
<td>Mid-progress evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final performance evaluation</td>
<td></td>
</tr>
</tbody>
</table>
### COMPETENCIES AND OBJECTIVES

#### 5. & 6. Nutrition Screening & Assessment

Administer nutrition screening and follow up to participants, where applicable. Assist in nutrition assessment and documentation, if applicable.

**NOTE:** All students will achieve these two competencies during the mini-rotation through the Nutrition Clinics at Student Health Center or Fitness Center.

- 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.
- Identifies nutrition risk factors using program nutrition risk criteria.
- Determines types of nutrition education contacts to be provided to participants.
- Assesses and enrolls program eligible participants to receive program services and determines what diet type is appropriate.
- Differentiates between high nutrition risk and low nutrition risk.
- Completes nutrition screening and documents nutritional needs of at risk participants.

### LEARNING ACTIVITIES

- Evaluates information obtained from *Nutrition Assessment/Dietary History form*.
- Plans the types and number of education contacts to be provided for participants/families.
- Completes nutrition screening and dietary history based on participant’s food intake using appropriate Daily Food Guide.
- Observes staff and volunteers during screening of applicants, and nutrition assessment of participants.
- Conducts nutrition screening and documents results.

### EVALUATION

- Continuous feedback: preceptor to observe student enrolling participants
- Evaluation of accuracy of evaluation of information from Dietary History form
- Evaluation of plan for nutrition education contacts
- Mid-progress evaluation
- Final Performance evaluation

### EXAMPLES OF RESOURCES

- *Nutrition Assessment/Dietary History form*
### COMPETENCIES AND OBJECTIVES

**7. Nutrition Education**
Educates participant as appropriate, based on assessed nutrition needs.

- Refers high risk participants to nutritionist for nutrition care and counseling, if applicable.
- Provides nutrition education to participants through individual counseling or group classes.
- Educates participants on possible health implications of certain food/nutrition practices.
- Provides information on the benefits of good nutrition and physical activity.
- Helps participants establish goal for nutrition related behavior change.
- Uses appropriate nutrition education materials in nutrition counseling and classes.
- Tailors education activities to individual’s educational, cultural, ethnic, economic and other special needs.
- Participates in staff training as recommended by the nutritionist.

### LEARNING ACTIVITIES

- Observes counseling of participants by health workers and nutritionist. Plans and gives nutrition counseling to participants.
- Observes nutrition education class(es). Plans a lesson plan on an assigned topic. Prepares a one page nutrition information sheet for participants. Delivers nutrition education class(es).

### EVALUATION

- Continuous feedback
- Lesson plan for nutrition education class
- One page nutrition information sheet
- Mid-progress evaluation
- Final evaluation based on progress evaluation and continuous assessment

### EXAMPLES OF RESOURCES

- Policy and procedure Manual
- Head Start of SF Parent Handbook
- Nutrition Forms Manual
- Enrollment/ Eligibility Roster
- Shaping Healthy Food Choices in Childcare and Development Program
- What’s in a Meal Manual
- Kids Module Manual
- Nutrition Education Evaluation form
### COMPETENCIES AND OBJECTIVES

**8. Food Delivery System**

**Demonstrates knowledge of food delivery system.**

- Explains rationale of food delivery system.
- Performs quality/quantity control procedures of the nutrition program.
- Explains the difference between regular and special diets.
- Plans menus using Daily Food Guide and taking into consideration suggestions from Parent Menu Action Committee.

### LEARNING ACTIVITIES

- Assists in serving meals and observation of participant’s self food service.
- Carries out quality/quantity control procedures in foodservice and delivery.
- Plans at least one week of menus that meet child food program guidelines.

### EVALUATION

- Oral evaluation on differences between regular and special diet menus
- Completed menus for one week
- Continuous feedback
- Mid-progress evaluation
- Final performance evaluation

### EXAMPLES OF RESOURCES

- Professional Food Manager Certification Training, NSF HealthGuard Training Series, 2002.
- Nutrition Services Policy and Procedure Manual
- Food Sanitation and Safety Self-Assessment Instrument
- Regular menus
- ADA Manual of Clinical Dietetics
<table>
<thead>
<tr>
<th>COMPETENCIES AND OBJECTIVES</th>
<th>LEARNING ACTIVITIES</th>
<th>EVALUATION</th>
<th>EXAMPLES OF RESOURCES</th>
</tr>
</thead>
</table>
| 9. **Referral and Community Outreach**  
Refers participant to appropriate community services. | - Observes staff referring participants to community services.  
- Discusses outreach activities with staff.  
- Prepares and gives a short presentation to selected group discussing child nutrition program.  
- Visits one Head Start site and reports on resources available for participants/families. | Observation, discussion and feedback from preceptor  
Evaluation of community outreach presentation  
Report on available resources for participants/families  
Mid-progress evaluation  
Final performance evaluation | Community Resource Manual  
SF Food & Nutrition Resource Directory  
Head Start of SF Community Resource Guide  
*Clinical & Community Nutrition—Student Manual* |
10. **Computer Skills**  
   Use appropriate computer skills to carry out job responsibilities.

- Enters data into computer accurately and efficiently.
- Uses the computer to input/update pertinent data for menu cycle.
- Communicates effectively by e-mail.

- Demonstrates competence in various computer software programs (i.e. word processing, spreadsheets, database management, presentation software, desktop publishing).

- On a weekly basis, students will post their weekly work log summaries to the discussion board of WebCT 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 WebCT to share their unique learning experiences with all students and program faculty.

<table>
<thead>
<tr>
<th>COMPETENCIES AND OBJECTIVES</th>
<th>LEARNING ACTIVITIES</th>
<th>EVALUATION</th>
<th>EXAMPLES OF RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10. Computer Skills</strong></td>
<td>Enters relevant data to adjust menus, as appropriate.</td>
<td>Preceptor to review records entered by student for completeness and accuracy</td>
<td>Head Start menus</td>
</tr>
<tr>
<td>Use appropriate computer skills to carry out job responsibilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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 WebCT to share their unique learning experiences with all students and program faculty.
## SAN FRANCISCO HEAD START
### SUMMARY OF FIELD EXPERIENCE ACTIVITIES

<table>
<thead>
<tr>
<th>Week</th>
<th>Field Work Topic</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discuss childcare food program procedures with preceptor. Familiarize self with rules and regulations of childcare food program. Observe staff and volunteers interacting with participants. Observe staff and volunteers in delivery of program services and prepare a report. Determine eligibility for program services for five applicants.</td>
<td>1, 2</td>
</tr>
<tr>
<td>2</td>
<td>Review materials on child nutrition and write report. Assess and evaluate dietary intake of five participants. Observe staff conducting nutrition screening. Complete nutrition assessment/dietary history based on participant’s food intake. Interact with participants in delivering program services. Evaluate information obtained from nutrition assessment/dietary history form.</td>
<td>2, 4</td>
</tr>
<tr>
<td>3</td>
<td>Observe counseling of participants by health workers and nutritionist. Observe nutrition counseling session and nutrition education class(es). Plan and provide nutrition counseling to participants. Observe meal service and participate in meal service. Practice quality/quantity control procedures. Plan at least one week of menus.</td>
<td>5, 6, 7</td>
</tr>
<tr>
<td>4</td>
<td>Enter relevant data to adjust menus, as appropriate. Demonstrate appropriate telephone etiquette. Plan and provide a short presentation to selected group discussing the child nutrition program.</td>
<td>3, 9, 10</td>
</tr>
<tr>
<td>5</td>
<td>Observe staff referring participants to community services. Discuss outreach activities with staff. Visit one site and report on resources available for participants/families. Five week progress evaluation.</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Plan and provide nutrition counseling to participants/families.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Task Description</td>
<td>Points</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>7</td>
<td>Plan and provide group presentation on child nutrition.</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Prepare and present short nutrition education program to participants/families. Prepare and present inservice to staff and volunteers on assigned topic.</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Plan and implement nutrition education for participants/families. Plan and present nutrition education class(es) including lesson plan and one page nutrition information sheet.</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>Staff relief. Final evaluation</td>
<td>1-10</td>
</tr>
</tbody>
</table>