COORDINATED PROGRAM IN DIETETICS

Nutr 42600 Experience in Community Nutrition
Fall 2012

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Phone: 765-494-6758

Credit Hours: 3 credits on Super-senior level.

Course Description: Application of instructional strategies and communication skills in nutrition to community settings and public health nutrition programs.

Course Objectives: Perform as a community nutritionist and complete the competencies as outlined in the Evaluation of Learning Outcomes and Performance Evaluation Form (both attached).

Course Evaluation: During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and your instructor(s). To this end, Purdue has transitioned to online course evaluations. On Monday of the fifteenth week of classes, you will receive an official email from evaluation administrators with a link to the online evaluation site. You will have two weeks to complete this evaluation. Your participation in this evaluation is an integral part of this course. Your feedback is vital to improving education at Purdue University. We strongly urge you to participate in the evaluation system.

Prerequisites Acceptance into the CPD program.

Policies: This course will be taught in compliance with Purdue University Policies stated in University Regulations (http://www.purdue.edu/univregs/).

Course Requirements

1. **Performance:** Students enrolled in this class are expected to complete the tasks assigned by their preceptor or course instructor in a professional manner, especially punctually and accuracy. Students will receive performance evaluations based on their performance at the supervised practice site from the preceptor and from the course instructor.

2. **Completion of supervised hours:** Students are responsible for completing the scheduled number of hours at the supervised practice site. If a student fails to meet those hours, he/she will fail this class, may not continue with the remaining CPD course/s, and will not receive a signed verification statement, which is mandatory for admittance to the Registered Dietitian Exam.
Instructions for Assignments
1. Include the title of assignment, the date, and your name.
2. Use word processing software and the spell-check function, points will be taken off for spelling and grammatical errors.
3. Submit assignments by their announced due date via blackboard.
4. Be prepared to discuss assignments in class.

Instructions for Evaluations
1. The Learning Outcomes Evaluation Form (CP evaluations FN426, attached) will be completed by the student, then discussed with the preceptor, signed by both, and faxed or emailed to the instructor. The original form will be filed in the career Portfolio.
2. The Performance Evaluation Form (attached) will be completed by the preceptor and directly submitted to the Program Director.

Grading

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1 Report (objectives and project powerpoint report)</td>
<td>10</td>
</tr>
<tr>
<td>Assignment #2 (NNM activity)</td>
<td>10</td>
</tr>
<tr>
<td>Assignment #3 (Health status in the State of Indiana)</td>
<td>10</td>
</tr>
<tr>
<td>Assignment #4 (Rotation preceptor thank you letter)</td>
<td>10</td>
</tr>
<tr>
<td>Experience (Performance Evaluations, Learning Outcome Evaluation)</td>
<td>40</td>
</tr>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

A=90-100%, B=80-89%, C=70-79%

Tentative Schedule (subject to change)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activity</th>
<th>Due</th>
<th>Location</th>
<th>Supervised Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10-14</td>
<td>Introduction to the CPD (1 day)</td>
<td></td>
<td>HTM Cafe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orientation FN 426 (2 days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orientation FN 443 (2 days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/17-9/21</td>
<td>Community rotation, at site</td>
<td>Assignment #1 (Objectives)</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>9/24-9/28</td>
<td>Community rotation, at site</td>
<td>Assignment #2</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>10/1-10/5</td>
<td>Community rotation, at site</td>
<td>Assignments #3+4</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment #1 (Report)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/2</td>
<td>Turn in community portfolio</td>
<td>Portfolio</td>
<td>HTM Cafe</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total FN426</strong></td>
<td></td>
<td></td>
<td><strong>=120</strong></td>
</tr>
</tbody>
</table>

Arrangements for makeup time are subject to preceptor and student negotiation, unless the preceptor prefers the course instructor to make those arrangements. Use the “Schedule Deviation Approval Form”.

Course Communication: Course related information will be shared with students enrolled in the course via Blackboard and email. This includes any unforeseen changes in schedule and posting of grades. If you need to contact the instructor directly, please use the above contact
information and not Blackboard. If you would like to discuss issues associated with your placement, independent of any graded work, please email the Program Manager, Dinah Dalder at Dalder@purdue.edu. If you would like to set up an appointment, please send an email with at least three times that you would be available to meet and we will respond to confirm the time and meeting location.

**Students with disabilities:** Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University. It is the student's responsibility to notify the Disability Resource Center of an impairment/condition that may require accommodations and/or classroom modifications. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with your instructor as soon as possible to discuss your needs.

**Academic Dishonesty:** Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

The instructors of this course expect, and will enforce, a strict policy of academic honesty. Students who engage in cheating, plagiarism (from books, articles, the Internet, etc.), representing another student's work as one's own, knowingly furnishing false information to the instructor or university, or other forms of academic dishonesty, will receive appropriate disciplinary action and/or a failing grade in this course. For more information about Academic Integrity please read “Academic Integrity: A Guide for Students.” ([http://www.purdue.edu/ODOS/osrr/integrity.htm](http://www.purdue.edu/ODOS/osrr/integrity.htm))

**Campus Emergency:** In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. If possible, I will post information regarding any changes on Blackboard. If you need to contact me directly, use the above contact information. According to a memorandum by the Provost Office (August 11, 2009), special care has to be taken to minimize the effect of Pandemic Influenza A (H1N1). In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructor via email or phone.
FN 426 Graded Assignments

Community Nutrition Rotation Portfolio (10 pts):
The portfolio is considered a summary of the professional accomplishments; it is the official documentation of the student’s activities and performances:
1. Purchase large binder and index dividers.
2. The front cover or first page of the binder needs to include the rotation name, supervised practice site, date and your name.
3. Label dividers with competency number on Learning Outcome form. Group competency numbers together on divider the same way the competencies are grouped on Learning Outcome form.
4. Type out competency, experience, and evaluation strategy on title pages.
5. Keep your portfolio up-to-date and bring with you to your evaluation meetings and every class in the week of December 5 to 9, 2011.

Portfolio Assessment of Grade (universal structure of grading)

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present at each in-class meeting – mandatory on-campus classes</td>
<td>2</td>
</tr>
<tr>
<td>Index dividers are in place and labeled per instructions</td>
<td>2</td>
</tr>
<tr>
<td>Materials Organized and Neatly Arranged</td>
<td>2</td>
</tr>
<tr>
<td>Content Prepared in Advance and Kept Current</td>
<td>2</td>
</tr>
<tr>
<td>Overall Appearance is Appealing and Professional Looking</td>
<td>2</td>
</tr>
</tbody>
</table>

Assignment #1 Rotation Objectives (a) and Rotation Report (b) (10 pts: 5 pts each)
1. At least one major project is to be initiated or planned during the rotation. An appropriate project would involve research and background reading and be of benefit to the agency. Develop the project together with your preceptor to meet the agency’s current needs.
2. Examples of activities include:
   A. Needs assessment, identification of the agency’s impact on the community’s health
   B. Activity report
   C. Plan a new activity or methods that serve the agency’s mission or goals
   D. Evaluation of performance or procedures
   E. Development of educational/promotional materials
   F. Dissemination of nutrition /public health information i.e. participate in health fair
   G. Develop marketing strategies to promote your agency’s activities

Document your objectives, activities, and outcomes in your portfolio:

Objectives
1. Identify 3 areas of interest associated with nutrition issues pertaining to your rotation site.
2. On the first day of your rotation, discuss potential rotation objectives with your primary preceptor.
3. Using the information learned in F&N 424 for writing learning objectives, create at least 2 objectives with your preceptor and submit your objectives by 5:00 pm on Friday of your first week at the rotation site via blackboard.
4. Revise your objectives as necessary as your rotation progresses (remember that you will have to be flexible during the rotation, your objectives may change).
Report
Using powerpoint slides, prepare a short report of your activities:
1. List your name, your rotation site, and the date on the first slide
2. Summarize your rotation site’s nutrition goals and how they address the community’s needs.
3. List the objectives of your rotation.
4. Briefly describe your activities and how they related to your objectives.
5. Briefly describe how did your objectives contribute to the site’s mission.
6. Submit the report via blackboard on or before 5 pm of the last Friday at the rotation site (September 16, 2011).

Assignment #2 Using National Nutrition Monitoring Data (10 pts)
Based on your notes and from lecture on public health and evaluation of nutrition programs, evaluate examples of literature pertaining to your rotation site.
2. Search scientific nutrition literature using medline or pubmed (Medline/PubMed at http://www.nlm.nih.gov ) or go to www.cdc.gov and search for ‘MMWR’ and then put the full name of the activity in the MMWR search field for two articles pertaining to your rotation site. Use at least one article using NNM data (see examples of data sets in the table below).

<table>
<thead>
<tr>
<th>The Most Common NNM Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pediatric Nutrition Surveillance System (PedNSS)</td>
<td>NHANES</td>
</tr>
<tr>
<td>Behavioral Risk Factor Surveillance System (BRFSS)</td>
<td>Youth Risk Behavior Survey (YRBS)</td>
</tr>
<tr>
<td>Continuing Survey of Food Intakes by Individuals (CSFII)</td>
<td>Pregnancy Nutrition Surveillance System (PNSS)</td>
</tr>
<tr>
<td>National Health Interview Survey</td>
<td>NHANES Follow Up</td>
</tr>
</tbody>
</table>

3. Use the paper/s you selected to better describe information and nutrition goals of your assigned agency and summarize their findings in one or two sentences. To meet the criteria for this assignment, the publication needs to have the subject recruitment description in the Methods section and specify which NNM program the subjects came from, e.g., NHANES. For example, the two abstracts below came up when searching for “NHANES” on PubMed. Note that Abstract A uses the NHANES sample as the study population, however Abstract B does not.

Abstract A. METHODS: Data were analyzed from the 2001-2002 National Health and Nutrition Examination Survey (NHANES) conducted on a nationally representative sample of the U.S. population. This study focused on adults aged 20 years or older who were both interviewed and examined (n =5027).

Abstract B. PARTICIPANTS AND DESIGN: A single 24-hour recall was collected from 48 male and 44 female Yup’ik Eskimos (aged 14 to 81 years), who resided in three villages in the Yukon Kuskokwim River Delta, AK, during September 2003.
4. Submit the summary of findings (two paragraphs, no more than one page maximum) and the reference (using the reference style of the J Am Diet Assoc) via blackboard by the Friday of the first week at your rotation site. Also, you might want to incorporate information from the paper or papers into one of your other documented activities and your rotation report. Cite the paper using referencing techniques of the Journal of the American Dietetic Association.

**Assignment #3 The Health Status of Indiana Residents (10 pts)**

1. You can gauge the health of your state by accessing a snapshot of your state’s health status. Indicators on causes of deaths, morbidity data, and more can be found online through several websites. You can use the information to assess your state’s health status and identify areas needing improvement. Healthy People 2010 is designed to achieve two overarching goals: 1) Increase quality and years of healthy life; and 2) Eliminate health disparities.

2. From the websites below, use the most recent data available and find information applicable to your situation. Make note of the website and the date you accessed it and use the information on your report.

   A. Surveillance data related to nutrition is collected through the behavioral risk factor surveillance system (BRFSS). To access this data, visit [http://www.cdc.gov/brfss/index.htm](http://www.cdc.gov/brfss/index.htm). Prevalence data and trends data are links on the BRFSS homepage website. Check out the BRSFF Interactive Map (GIS) – it is fun and very informative.

   B. Health profiles by state and the US can be found at [http://www.statehealthfacts.kff.org](http://www.statehealthfacts.kff.org).

   C. A Community Nutrition Map can be found at: [http://www.ba.ars.usda.gov/cnrg/services/cnmapfr.html](http://www.ba.ars.usda.gov/cnrg/services/cnmapfr.html). Link to research and then link to Community Nutrition Mapping Project.

3. Select comparable data from at least two these sites and prepared a short discussion (maximum one page in word) on observed health disparities in the state of Indiana.

4. Submit via blackboard on or before 5 pm on September 16, 2011.

**Assignment #4 Professional Communication: Thank you Letter (10 pts)**

1. Use accepted business correspondence format for a thank you letter to your preceptor. In the body of your letter, personalize the thank you and be specific in complimenting your preceptor, i.e. refer to some specific elements of the rotation experience.

2. If you know the individual well that you are corresponding with, you may use the person’s first name in the salutation. However, in business correspondence, this is used judiciously. If you have enclosures in correspondence this is noted at the bottom of the letter, two (2) spaces after your closing.

3. Using page set up, set margins as follows: top 2.0”, bottom 0.9”, left 1.0”, right 1.0”. Use 12 point font (your letter will be printed on department letterhead)

4. Submit your letter as an e-mail attachment to Debbie Klinger ([Dklinger@purdue.edu](mailto:Dklinger@purdue.edu)) on or before 5 pm, Friday September 16, 2011.

**Additional tips on writing an effective thank-you.** (Adapted from: Wilbers, S. *Writing effective thank-you letters can be difficult.* Minneapolis Star Tribune. Minneapolis, MN, 1998. Available at: [http://www.wilbers.com/Thanks.htm](http://www.wilbers.com/Thanks.htm))

1. Begin with a thank you. A straightforward “Thank you very much for...” or “I am writing to express my sincere appreciation for...” works. Refer specifically to what the reader has done for you. The
key to making your reader feel genuinely appreciated is to go beyond generalities and offer specific detail.

2. Conclude with “Thanks again” and a goodwill message. Repeat your appreciation for your reader’s contribution, and stress the importance of your relationship. When you are employed this is your opportunity to say, in effect, “I appreciate your talents, and I value your contribution to our program.”

**RECOMMENDED LETTER FORMAT:**

DATE (when written)

PRECEPTOR’S NAME
PRECEPTOR’S TITLE
PRECEPTOR’S ADDRESS

Dear Mr./Mrs./Ms./ Dr. (Last Name):

Content of letter (indent or block)

Sincerely,

(Your name)
Intern, Purdue Coordinated Program in Dietetics

**Assessment of Class participation (10 pts):**

<table>
<thead>
<tr>
<th>Point score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>Thoroughly prepared, quick and accurate responses, volunteers frequently, makes a positive contribution to the class, always responds when called upon, ready to participate when class starts.</td>
</tr>
<tr>
<td>80-90%</td>
<td>Prepared, requires some time to think, volunteers occasionally, always responds when called upon, ready to participate when class starts.</td>
</tr>
<tr>
<td>70-80%</td>
<td>Somewhat prepared, can respond with help, seldom volunteers, usually responds when called upon, ready to participate when class starts most of the time.</td>
</tr>
<tr>
<td>60-70%</td>
<td>Unprepared, can follow what is going on to a minimal extent but cannot participate even with help, seldom volunteers, occasionally responds when called upon, sometimes arrives late to class.</td>
</tr>
<tr>
<td>&lt;59%</td>
<td>Totally unprepared, unable to follow class activities, never volunteers, seldom responds when called upon, often arrives late to class.</td>
</tr>
</tbody>
</table>

**Attachments:**

Learning Outcomes Evaluation Form
Performance Evaluation Form
Schedule Deviation Form