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GILLINGS SCHOOL OF  
GLOBAL PUBLIC HEALTH

# Nutrition

**MPH-RD**

**Public Health Nutrition Experience**

**Summer 2020-2021**

**(2019 Cohort: FEM Standards)**

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## OVERVIEW OF THE PUBLIC HEALTH NUTRITION EXPERIENCE

The Public Health Nutrition Experience (PHNE) is one of four distinct supervised practice experiences in the coordinated MPH/RD program. It includes 240 hours of unpaid, RD-supervised practice. Your role in the PHNE is to fully and enthusiastically participate in order to acquire a solid foundation in community nutrition. This handbook will provide you with guidance as you navigate the Experience.

### *COVID-19 Program Modifications*

Per [ACEND®](#), students are increasingly unable to complete their rotations at various practice sites due to COVID-19. It is estimated that the impact of the COVID-19 situation will be prolonged, resulting in the loss of practice sites and suspension of practicums for the current and incoming classes of students/interns. Programs such as UNC's are authorized to make decisions to provide coursework or supervised practice experiences differently than what was originally advertised when you applied to the program, as long as the program ultimately provides the necessary coursework to meet ACEND®'s curriculum requirements. Programs must ensure that students demonstrate they met all competencies before receiving a verification statement.

Due to the pandemic, ACEND® has expanded the requirements for field experiences so programs can offer additional supervised practice hours using simulations, case studies, role play and/or other practice activities. Authentic activities in real-world professional settings do not need to be in-person, but they must include real clients/patients and/or entail real-life situations.

### **Purpose of the Public Health Nutrition Experience**

The purpose of the Public Health Nutrition Experience is to enhance students' knowledge and skills through a supervised work experience while also exposing the student to many different aspects of a career in public health or community nutrition. This exposure will provide:

1. an understanding of how a public health department or organization supports its community;
2. the skills and confidence necessary to perform at entry level in a public health setting;
3. the perspective to choose areas of interest and expertise for those interested in public health/community nutrition careers;
4. the opportunity to achieve competency measures established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®); and
5. 240 supervised practice hours necessary to complete the supervised practice requirements to be eligible to sit for the registration examination given by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics.

### **Goals of the Public Health Nutrition Experience**

The goals of the Public Health Nutrition Field Experience are to **help the student understand/experience:**

1. the breadth and scope of public health nutrition in a changing environment;
2. the roles and responsibilities of the public health nutritionist and the dynamics of his or her interactions with other health professionals and community members;
3. the cultural diversity of the community and socio-economic/cultural impacts on nutrition-related practices, beliefs, needs, and services;
4. the variety of traditional and non-traditional agencies providing public health nutrition programs and services, and how these agencies can cooperate in their efforts;

5. strategies to assess the nutrition needs of communities and to identify the gaps in services currently provided using both quantitative and qualitative sources of data;
6. strategies for coalition building with community organizations and with public health agencies to develop program plans and provide nutrition services addressing the needs identified;
7. the principles of evaluating public health nutrition programs and services;
8. basic principles of leadership and management, including personnel management and fiscal allocation;
9. strategies to influence policy action related to healthy eating and active living.

**AND to assist the preceptor and agency by:**

1. providing services and documents that will further public health nutrition efforts in the community; e.g., direct services to clients, in-service training, material development, literature reviews, community health promotion, community assessment, and program planning and evaluation;
2. enhancing coalition building with the community and other public health nutrition agencies through student contacts; and
3. assisting with efforts to increase public health nutrition visibility at the county and state levels.

**Core Knowledge and Competencies**

The following competencies meet ACEND® (Accreditation Council for Education in Nutrition and Dietetics) Future Education Model (FEM) and CEPH (Council on Education for Public Health) standards. They are mapped to the Clinical Nutrition Experience through field assignments and final preceptor evaluations.

Each preceptor will evaluate the student on the following ACEND competencies. Students will be evaluated on a 5 point scale with each score indicating the level at which the student is able to perform (knows what to do, knows how to do it, can demonstrate ability to do under supervision, can do independently, etc. (see [Appendix G](#)). Students who do not achieve the required level of practice for each competency will be provided with remedial experiences until they demonstrate professional competence. The preceptor will also complete an evaluation of the CEPH competencies during Summer 2020 if the Experience is completed early due to COVID-19.

Food Environment Assessment, if PHNE completed in Summer 2020 (preceptor assessment of student and CEPH evaluation)

- CEPH Competency MPH07: Assess population needs, assets, and capacities that affect communities' health.
- CEPH Competency MPH20: Communicate audience-appropriate public health content, both in writing and through oral presentation
- CEPH Competency MPH22: Apply systems thinking tools to a public health issue.
- CEPH Competency NUTR03: Evaluate how social, cultural, environmental and community factors impact dietary intake and nutrition related outcomes in individuals, families, and communities.

Nutrition Presentation and Handout (preceptor assessment and final evaluation of student)

- Competency 1.15: Applies knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations.
  - Performance Indicator 2.4.12: Evaluates effectiveness of nutrition education and makes modifications as required.

Overall Evaluation (preceptor final evaluation of student)

- Competency 1.6: Applies knowledge of social, psychological, and environmental aspects of eating and food.

## PUBLIC HEALTH NUTRITION EXPERIENCE MANAGEMENT

### Planning and Scheduling

The Public Health Nutrition Experience is scheduled after the student has completed the preparatory course work. The following list summarizes the events that occur as the placements are made. Every effort is made to assign student placements five to six months prior to the start of the Experience.

1. The practicum coordinator meets with students to discuss the experience, including time commitment, fees, sites used in the past, experience requirements, etc.
2. The practicum coordinator contacts the sites to verify continued placement opportunities for the students. Written agreements are negotiated between the facility and the University.
3. The facility coordinator finalizes placements.
4. Students requiring housing submit applications through [Area Health Education Centers \(AHEC\)](#) or secure alternate housing.
5. Immunizations, background checks, and other onboarding documents/activities **required by individual sites** are completed by students. **These requirements are set by host facilities, NOT by the University, and are non-negotiable. Students who are not in compliance will not be permitted to complete their supervised practice experience.**

### Time Commitment

The experience is a full-time, supervised practice of 240 hours. During each week, time is spent on site at the assigned public health facility working under a registered dietitian/nutritionist. Hourly schedules may vary according to the dietitians' schedules. Students should plan to work holidays and some weekend hours if their departments work these days; this will be determined by the site preceptor.

**In addition to 240 hours completed on site, time will be spent outside work hours completing the experience requirements.** Time is not always available during the day to attend to these assignments and your preceptors are not required to make time available. Instead, you should expect to complete these assignments at night and on the weekends. **With this time commitment in mind, working in addition to participation in the Experience is not recommended.**

### Public Health Nutrition Experience Requirements

Students will work with preceptors to identify and schedule a variety of observations and visits within the host agency/community and to complete activities that expose students to a variety of clinics, services, and decision-making processes/styles within the host agency. These experiences provide students an opportunity to learn about a variety of nutrition-related services in the community. All assignments, evaluations and their rubrics will be viewed and completed in [PRISM](#). Detailed

instructions can be found in PRISM under the “Resources” and “Deliverables” tabs for your Public Health rotation.

Students are required to complete the following activities:

1. Time sheet: Students will complete and have their preceptor sign the timesheet included in PRISM deliverables; this is due by the last day of the experience.
2. Preliminary Work Plan (Appendix B): Students will communicate with preceptors prior to their experience to determine an outline of activities for the supervised work experience. Students will also obtain directions to the field site, instructions for where to park, when to arrive on the first field day, where to report on the first day, emergency contact information for the preceptor, etc. The Preliminary Work Plan is due prior to starting the experience.
3. Community at a Glance (Appendix C): This is a presentation on the history, geography, culture and resources of the student’s host community. The purpose of this assignment is to familiarize students with the community and host agency. Students will submit their completed product through PRISM by one week after their start in the field. **This is optional, at the discretion of the preceptor. Students completing PHNE in Summer 2020 will complete a supplementary food environment assessment for the community. (Students completing PHNE in Summer 2021 will have completed the Food Environment Assessment during CNE in Summer 2020.)**
  - a. Food Environment Assessment (Appendix D): Students will explore demographic and socioeconomic disparities and challenges in their site’s food environment by a) using photographs, mapping, and in-store assessments to understand and illustrate the county or community food environment, and b) utilizing systems thinking concepts and tools in the complex assessment of the community. Students will present this “snapshot” of the food environment to dietitians (and other staff as desired by the site) and will provide their data to the site for future use. Data will be used again in NUTR 723. See PRISM Resources for guidelines and an example. Preceptors will complete an [assessment](#) to provide students with feedback on their performance; they will also complete an MPH Qualtrics evaluation to assess CEPH competencies.
4. Nutrition Presentation and Handout (Appendix E): Students will determine an audience, assess their needs, plan, develop, and deliver a nutrition presentation for staff or community members. Students must create an accompanying handout and submit both through PRISM by the end of the experience.
5. Meetings and Observations

We recommend that you attempt to schedule the meetings and “visits” below by phone or Zoom when possible; however, we also respect the time constraints that public health professionals are under this year due to Covid-19 and know that these may not all be feasible. If you are unable to complete any of these, please attempt to familiarize yourself with each through your county website(s) and conversations with your preceptor.

  - a. **Meeting with a supervisor or director of host agency services (required)**

Students are required to meet with and ‘interview’ a supervisor of an organizational unit or the director of the host agency. The purpose of the meeting/interview is to discuss the role of the supervisor, the challenges faced in meeting community needs, budget issues and priorities, and decision-making processes within the agency.
  - b. **Management Team or Board Meeting (recommended)**

Ideally, the observed meeting should be of a “decision-making” or leadership body. Examples include a division or agency management team meeting, an agency board

meeting, or a program/initiative steering committee meeting. The purpose is for students to observe the decision-making process within the organization.

**c. Key agency services (recommended)**

Students are required to observe a sample of services offered through the agency, for example:

--a variety of clinics (prenatal, family planning, child health)

--community-based programs in churches, schools, or other settings

--consultation visits with staff—for example school nurses; high-risk nutritionists; regional nutritionists, nurse or health promotion consultants; or school nurses.

**6. Visits**

**a. WIC Program (6 hour observation: required)**

Who: The student should contact the nearest WIC Director, ask to schedule an orientation to the WIC Program, and ask if it would be possible to shadow a WIC client through the certification process. **If you are unable to shadow due to Covid-19, please complete WIC learning modules 1-4 [here](#).** *If AdobePresenter/Flash training modules will not open, you will need to try a different browser or update your Flash settings to allow Flash sites to open. Email [Melissa](#) if you need assistance.*

What: When this visit is over, students should understand the basic steps required for a WIC Program certification.

**b. Child/School Nutrition Services (6 hour observation or activity: required)**

Who: The student should contact the nearest child nutrition director for the city or county school system to schedule an orientation and observation. If unable to schedule this, please contact your practicum coordinator for assistance.

What: This may be an observation or an activity. Students may observe or assist with meal preparation in a school kitchen; assist with meal service to children; observe children in the cafeteria; conduct a taste-test; present a brief nutrition activity for children in a classroom. The nature of the activity is dependent on the type of school nutrition experiences available during the summer.

**c. Senior Services/Congregate Meal Site (optional)**

Who: Contact Senior Services for the host county.

What: Talk to the supervisor of the congregate meal site about nutrition services for seniors in the community and nutrition services (education and counseling) available to seniors. Spend some time talking with older adults who are participating in these services.

**d. Emergency Food Supply/Food Bank (optional)**

Who: Contact the director of the local food bank

What: Talk with the director about their target service population, how food is gleaned or donations collected, how food is distributed, types of food available.

**e. Parks & Recreation Department (optional)**

Who: Contact staff leading programming

What: Talk with staff about the types of programming available for afterschool, summer for children, adults, and older adults. Where are services available, who participates, what are the costs?

**f. Home Visit (optional)**

Who: Schedule this visit with a lactation consultant, a nutritionist that makes home visits to children with special needs, a nurse that visits newborns, or a care provider in a home health agency.

What: This is an observational visit. Students will have a conversation with the health professional they are traveling with about their role and their expectations for students

during the visit. The purpose of the visit is for students to gain an understanding of how a home visit adds to the clinician's understanding of the client within the home/family context.

7. Required Activities Checklist (Appendix F): Students will complete a checklist documenting that all of the above activities have been completed, in order to fulfill the ACEND competencies that are mapped to this field experience. This is due by the last day of the PHNE.
8. Evaluation will be based on the student's performance of the above requirements. The following assessments document the student's overall work products, professionalism, and learning/skill development. These are due by the last day of the PHNE.
  - a. Nutrition Presentation Assessment ([Appendix E](#); completed by site preceptor)
  - b. PHNE Final Competency Evaluation ([Appendix G](#)); completed by site preceptor)

## Policies and Procedures

### Site Selection

Public/community health sites are located throughout North Carolina; these vary annually depending upon the facilities' ability to work with students. **All students should be prepared for possible placement outside of the Raleigh, Durham, Chapel Hill area.**

### Onboarding Requirements

#### Liability Insurance

Liability insurance is provided through the department. Each site is given a Memorandum of Insurance as evidence that students are covered.

#### Criminal Background Checks

Facilities request criminal background checks and drug screening on students as they do for potential employees. Drug screens are performed by LabCorp; test results are reported to Castle Branch. Background checks are performed by Castle Branch, Inc. All results are kept in PRISM for verification by the site preceptor.

#### Immunizations, Health Care, and Insurance

All facilities require specific immunizations prior to the start of the experience that are the student's responsibility to obtain. Student health services can assist with this. Standard immunizations for all facilities include the following;

- Varicella (chickenpox) – 2 vaccines or positive titer test
- MMR (measles, mumps and rubella) – 2 vaccines or positive titer test
- DTaP (diphtheria, tetanus and pertussis/whooping cough) – 5 doses of the DTaP vaccine before age 7 or titer test
- Tdap (tetanus, diphtheria, and pertussis/whooping cough) – 1 booster vaccine every 10 years
- Hepatitis B – 3 vaccines or positive titer test
- Flu immunization
- TB/PPD (tuberculosis skin screening) - 1- or 2-step, depending on site requirements

Others that may be required by facilities include, but are not limited to, hepatitis A, polio, and a physical exam. As noted in the MPH-RD Handbook, all students must maintain and provide proof of health insurance; all health care expenses are the responsibility of the student.

### Attendance Policy

Failure to complete the required 240 supervised practice hours will lead to an incomplete experience. If a student is unable to work, she or he must notify the Practicum Coordinator and the Site Preceptor prior to the time s/he is expected to begin duty. Two unexcused absences will put the student at risk of an incomplete supervised practice experience. Absences will have to be made up either on a weekend or at the discretion of the Site Preceptor. After the second day of medical leave, students must have a doctor's permission to return to work.

### Dress Code

All students enrolled in the Public Health Nutrition Experience are expected to dress in a professional manner during duty hours at all facilities. The Department of Nutrition dress code is as follows:

1. Skirts, dresses, or dress pants. (Skirt hemlines no more than 2" above the knee; pants to the ankle or longer.)
2. Short-sleeved or long-sleeved blouses or shirts. Tank tops, low-cut tops, t-shirts, and shirts with words/text/pictures are not permitted.
3. Hose, tights, or socks.
4. Closed-toe and closed-heel, non-slip shoes as required by sites.
5. A clean and pressed lab coat (if the site uses lab coats).
6. Hair in a style that is out of the face and neatly groomed. Neatly trimmed sideburns, beard or moustache.

Each student should talk with his or her preceptor regarding additional dress requirements (e.g., piercings, tattoos, jewelry, etc.). This dress code should be adhered to until the student learns the specific requirements for his/her site; if site requirements are different, the student may dress accordingly.

### Roles and Responsibilities

The successful completion of the Public Health Nutrition Experience involves the active commitment of all involved: the practicum coordinators, the site preceptors, and the students. All parties involved should periodically review their responsibilities, below, and bring any concerns to the attention of the practicum coordinator.

#### Responsibilities of the Practicum Coordinator

The practicum coordinator is employed by the University and is responsible for the organization of the Public Health Nutrition Experience. Responsibilities include:

1. Developing and maintaining relationships with sites;
2. Assigning students to the public health site that is felt to best meet the needs of each student;

3. Providing the knowledge base for the field work through the didactic and interactive experiences in the classroom;
4. Orienting preceptors and students to the purposes and objectives of the Experience;
5. Ensuring that all students have met site-specific onboarding requirements;
6. Ensuring that each student is covered by professional liability insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate;
7. Ensuring that students understand their responsibility for their own transportation, including parking at some sites, while involved in the learning experiences associated with the site;
8. Maintaining contact by telephone or personal visit to each field site (once per field experience; more often upon request) to identify and resolve problems, keep abreast of agency programs, and assess the students' performance and learning;
9. Terminating an individual student's experience if his/her performance is shown to be detrimental to client welfare.

### Responsibilities of the Site Preceptor

Preceptor Responsibilities include:

1. Obtaining administrative approval to supervise student(s) in the agency and communicating this in writing to practicum coordinator. Please contact practicum coordinators if an affiliation agreement or memorandum of understanding is required by your agency. It can take two or more months to complete this process.
2. Reviewing the personal profile and resume for students assigned to the field agency, in order to better prepare for the students' arrival.
3. Reviewing Public Health Nutrition Experience orientation materials and participating in preceptor training which will include an overview of all student assignments and evaluations.
4. Getting students started as soon as possible--students may need a gentle nudge to "take the plunge" but many are ready (and want) to jump in and contribute. Provide some support and supervision but allow students to grow and develop.
5. Serving as a public health nutrition role model for students: setting an example for students in the areas of professionalism, confidentiality, and the role of the dietitian by following the Code of Ethics for the Profession of Dietetics.
6. Providing an opportunity for students to meet with and talk with other dietitians/nutritionists and/or program/clinic coordinators in the agency.
7. Assisting students with identifying other community agencies providing public health nutrition services (students are responsible for making contacts and setting up appointments with these agencies).
8. Providing meaningful learning experiences and projects for students.
9. Reviewing student deliverables and evaluations throughout the experience to evaluate student progress.
10. Maintaining periodic contact with the practicum coordinator concerning each student's performance.

## Responsibilities of the Student

Student responsibilities include:

1. Submitting a current resume in PRISM (you will find this under PRISM Onboarding Documents for your site).
2. Applying for AHEC housing, as needed, AFTER being matched. ([Appendix A](#))
3. Maintaining appropriate health insurance throughout the experience.
4. Receiving the appropriate immunizations required by the facility prior to the start of the experience and being able to provide documentation that such has been received.
5. Communicating with the preceptor prior to the beginning of the experience to introduce self and answer any questions.
6. Conducting him/herself as a responsible and mature professional during the public health experience and complying with the site's code of conduct and standards for professionalism. The principles contained in the Code of Ethics for the Profession of Dietetics pertain to the student as well as the credentialed RD.
7. Arriving at his/her workstation in sufficient time to be prepared to start working at the assigned hour.
8. Complying with agency policies and procedures, including dressing appropriately to maintain a professional image while working in the health agency.
9. Completing the "Community At-a-Glance" assignment by the end of the first week to learn about the community and the field agency.
10. Scheduling regular check-ins with the preceptor for guidance and evaluation.
11. Communicating with the preceptor regarding any problems that may interfere with meeting expectations.
12. Welcoming and integrating feedback on work performance; accepting responsibility for time management, resource-finding, and quality of performance.
13. Phoning the preceptor before the expected arrival time on any morning when illness, bad weather or any emergency prevents the student from participating in the Public Health Nutrition Experience.
14. Referring to this Handbook for the Public Health Nutrition Experience to make sure that requirements are being met throughout.

## APPENDIX A: AHEC Housing

During the Public Health and Clinical Nutrition Experiences, students are responsible for the cost of their own travel, housing, and meals. The North Carolina Area Health Education Centers Program (AHEC) will provide some financial support to assist students with lodging expenses. NC AHEC student housing—short-term lodging in 50 towns/cities across the state—is available for health science students who are completing community-based rotations in NC. **Students wishing to use AHEC housing are encouraged to apply for AHEC housing as soon as they receive their practice site assignment. AHEC housing is not guaranteed and is assigned on a first-come, first-served basis.** Students are not required to use AHEC housing, and it is not meant to replace or serve as a permanent residence while students complete community rotations.

Students must apply for AHEC housing through <http://my.ncahec.net/>. Students will create a MyAHEC account and complete the housing application process online. Once the application is submitted, the local AHEC will contact students with further instructions. Most AHECs require a signed housing agreement and some may ask for a refundable housing deposit. When a student application is approved, the school will be billed for the use of AHEC housing (current rate of \$7.00 night). Please make sure the school is aware of any request for housing.

**AHEC Cancellation Policy:** The housing application must be cancelled at least 5 days prior to arrival date in order for the school not to be billed (cancellations can be made online). For cancellations that are less than 5 days out, students must contact the local AHEC directly (phone or email). Contact information for the local AHEC will be included in your initial housing confirmation or can be found on the MyAHEC site, student housing section, “Request Housing” page.

Complete details on NC AHEC Travel Guidelines for UNC-Chapel Hill Faculty, Staff, and Students can be found at <http://www.ncahec.net/about-nc-ahec/travel-guidelines/>.

## APPENDIX B: Preliminary Work Plan

Complete the following form in collaboration with your preceptor to ensure you have all information to begin your experience. This document is meant to guide you and your preceptor as you begin your experience. **Upload to PRISM Deliverables prior to your first day.**

Student Information	
Name	
Address	
City/State/Zip	
Phone	Alt Phone
Email	
Emergency Contact	Relationship
Contact Phone	
Practicum Coordinator	
Coordinator Phone	
Site Information	
Site Name	
Preceptor Name	
Phone	Alt Phone
Email	
Start Date/Time	
Normal Work Hours	
Address, 1st Day	Bldg Name/No.
City/State/Zip	
Other Address/Sites?	
Parking Information	
Goals for experience	

<p>(minimum two):  <i>Check in frequently with  preceptor on these!</i></p>	
<p>General overview of  possible projects:</p>	

## **APPENDIX C: Community at a Glance**

This is a presentation on the history, geography, culture and resources of the student's host community. The purpose of this assignment is to familiarize students with the community and host agency. (*Performance Indicator 2.1.1: Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services*). The deliverable is optional, at the discretion of the preceptor.

**Evaluation:** Preceptors will evaluate the student on completion of the above performance indicator as part of the final student evaluation.

**Instructions:** Focus on the county in which you are working. Submit a slide presentation that addresses the issues noted below. **Include information that gives a clear picture of the region, aiding the public health professional in understanding how the environment may influence client/patient/community needs and barriers to health.**

1. Geography
2. History
3. Demographics
4. Employment
5. Schools
6. Crime
7. Chronic Disease
8. Community Assessment Priorities (see last completed Community Health Assessment):  
<https://publichealth.nc.gov/lhd/> or search for "XX County, NC Community Health Assessment"
9. Government/Board of Health priorities
10. Current Events
11. Conclusions for Public Health and/or Nutrition Professionals

**Please reference the source of all information retrieved from the internet, personal interviews, or elsewhere. Include maps, photographs and/or video clips, quotes, etc. to reinforce the content.**

See sample slide presentation in PRISM Resources or link below:

[https://docs.google.com/presentation/d/1KDDiWbUV2GnHVJ-1SHuX\\_GrVjfYwCqEaDAiERnd0Cfs/edit#slide=id.g5163bbff8\\_0\\_52](https://docs.google.com/presentation/d/1KDDiWbUV2GnHVJ-1SHuX_GrVjfYwCqEaDAiERnd0Cfs/edit#slide=id.g5163bbff8_0_52)

## APPENDIX D: Food Environment Assessment

Food Environment Presentation Assessment					
<b>Student Name:</b>					
	<i>Poor</i>		<i>Avg</i>	<i>Excellent</i>	
	1	2	3	4	5
<b>Presentation skills:</b>					
Greeted and introduced self.					
Established group rapport.					
Used appropriate verbal communications (gestures, tone of voice, placement in front of group, etc.).					
Identified purpose of teaching session.					
Gave accurate information.					
Determined groups' understanding of information throughout the session.					
Elicited questions from group throughout the session.					
Evaluated group's overall understanding of information.					
Used appropriate visual aids: photographs and maps that illustrated issues of food access, availability, quality, type, etc.					
Made presentation within allotted time.					
Created presentation appropriate to target audience: tied food environment to challenges of home nutrition.					
Presented information that was relevant to site.					
Offered call to action: what can site do to support community food environment?					
<b>Content:</b>					
Met CEPH Competency MPH07: Assess population needs, assets, and capacities that affect communities' health.					
Met CEPH Competency MPH20: Communicate audience-appropriate public health content, both in writing and through oral presentation					
Met CEPH Competency MPH22: Apply systems thinking tools to a public health issue.					
Met CEPH Nutrition Concentration Competency NUTR03: Evaluate how social, cultural, environmental and community factors impact dietary intake and nutrition related outcomes in individuals, families, and communities.					
<b>Comments:</b>					

## **APPENDIX E: Nutrition Presentation and Evaluation**

Students will deliver a nutrition presentation and accompanying handout/literature for staff or community members; they may use existing resources, but must modify these. Students will submit their presentation, handout/literature, planning forms, and signed preceptor assessments through PRISM by the last day of the field experience.

**Purpose:** Each field team or student, depending on how many students are placed at the site, is required to plan, deliver, and evaluate a nutrition communication presentation targeting field-agency staff, partners, or community members. Each individual student is required to design a nutrition handout, brochure, or other print material to accompany the presentation.

Your nutrition presentation may consist of:

- a lunch-and-learn or similar seminar for staff at your field agency
- a group nutrition education session for clients
- a class on nutrition to students in a classroom/after school setting
- a nutrition-focused presentation at a town hall meeting, citizen advisory meeting, or other community gathering

Your presentation and accompanying handout will meet the following ACEND competency and performance indicator:

- ACEND Competency 1.15: Applies knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations.
  - Performance Indicator 2.4.12: Evaluates effectiveness of nutrition education and makes modifications as required.

### **Instructions:**

1. Talk with your preceptor about what type of nutrition presentation would best fit the needs of the agency and provide you with an opportunity to enhance your planning and communication skills.
2. After selecting your presentation type, work with your preceptor to identify your target audience, the setting, duration and format, and proposed presentation topics.
3. Use the attached **Presentation and Handout Planning Activities** to guide your planning. Do NOT submit this worksheet. You'll summarize your planning on the evaluation form.
4. After your presentation, discuss with your preceptor his/her evaluation of your presentation delivery (see the attached **Nutrition Presentation Assessment Form**) and of your handout or brochure (see the attached **Nutrition Handout Assessment Form**). Upload the completed and signed assessment forms to PRISM.
5. Summarize your planning activities for both the presentation and handout and list your presentation materials and references. Materials include slides, presentation notes/talking points, handouts, visual aids, and props. Upload to PRISM a copy of your presentation slides or notes, your nutrition handout, and any other material your team developed for the presentation; load these with your preceptor evaluation.
6. Your last step is to document on the PHNE Required Activities Checklist the following information: a) presentation title/topic; b) date delivered; c) location; d) primary audience; e) number attending; f) type of handout/brochure created; and g) if handout will remain in use in the organization.

## Nutrition Presentation and Handout Planning Activities

Use this to guide your planning but do not submit to PRISM.

1. Audience:
  - a. What information have you gathered from or about your target audience? *Consider their gender, age, beliefs, preferences, challenges, etc.*
  - b. How did you decide on your presentation topic using this information? *What questions do they have, how much detail do they want/need, what is the right tone for the audience, etc.*
2. Objectives:
  - a. What do you want to achieve with this presentation and handout(s)? *What action do you want your audience to take? Do you need to make current materials more user-friendly, or do you need to create something new?*
3. Content:
  - a. What are the main points you wish to make? Learning objectives to include?
  - b. What supporting information will help your audience understand, believe in, and agree with your main points? This information includes factual data, practical examples, quotes, or other visual aids such as video clips or photos.
  - c. What material(s) will you develop, adapt, or update for this presentation? [NOTE: In order to fulfill *Competency 1.15: Applies knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations*, you will have to develop some part of the presentation content.]
  - d. How will you encourage interaction with your audience? List planned activities, demonstration, or discussions.
  - e. Did you organize your handout for your reader? *A “skimmable” document with headers, bullets, etc. makes the document easy to read and quickly understood.*
  - f. Did you provide a clear take-away message? *Make it clear and put it first. Readers appreciate documents that begin with the main point.*
  - g. Did you use typography and white space appropriately? *Fonts and other typographical elements should make your document more readable, not fancier. Having enough blank space in the margins and between sections also increases readability. Other typographical elements to consider include use of organization’s logo and standard fonts; left justification; no more than 2 fonts, generally 12-14 point, with headings 16-18 point; dark fonts on a light background for best readability; colored fonts limited to titles and headers; use of bold text, not ALL CAPITALS, with italics and underlines used sparingly.*
  - h. Did you test for readability and user reactions? *Consider the average grade level and/or language needed for your reader.*
  - i. Did you get approvals from supervisors and other stakeholders? Your marketing or human resources staff?
  - j.
4. Evaluation:
  - a. How will you evaluate whether your objectives were met? Evaluations may include questions asked of your audience during or at the end of the presentation, or a very short written survey administered after the presentation.

**Nutrition Presentation Assessment Form**

Preceptor: Please use this form to evaluate the student presentation. After the presentation, discuss your evaluation with the student(s), then sign at the bottom (both preceptor and student signatures are required). [NOTE: For the “Presentation skills” component, evaluate each student separately. All other sections are team-based evaluations, if the student worked as part of a team.] Form is DUE by the last date of the field experience.

Nutrition Presentation Assessment					
Component	Poor		Avg	Excellent	
	1	2	3	4	5
<b>Organization (evaluate team, if appropriate)</b>					
The type of presentation is appropriate for the topic and audience.					
Information is presented in a logical sequence.					
The length of presentation is within the planned time limit.					
Visual aids are well prepared, informative, effective, and not distracting.					
<b>Content (evaluate team, if appropriate)</b>					
Introduction is attention-getting and establishes a framework for the rest of the presentation.					
Technical terms are well-defined in language appropriate for the target audience.					
Material included is relevant to the overall message/purpose.					
There is an obvious conclusion summarizing the presentation.					
<b>Presentation skills (evaluate individual)</b>					
Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).					
Speaker uses a clear, audible voice.					
Delivery is poised, controlled, and smooth.					
Good language skills and pronunciation are used.					
<b>Overall Score</b>					
Competency 1.15: the student was able to apply knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations.					
The student effectively designed, implemented and evaluated a presentation for a target audience.					

**Comments:**

Student Signature: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Preceptor Signature: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

**Nutrition Handout Assessment Form**

Preceptor: Please use this form to evaluate the student handout/brochure. Discuss your evaluation with the student, then sign at the bottom (both preceptor and student signatures are required). Form is DUE by the last date of the field experience.

Nutrition Handout Assessment					
Component	Poor		Avg	Excellent	
	1	2	3	4	5
<b>Organization</b>					
The type of handout is appropriate for the topic and audience.					
Information is presented in a logical sequence.					
<b>Content</b>					
The student selected an appropriate communication strategy for the audience. (MPH 18)					
The student demonstrated the importance of cultural competence in communicating public health content. (MPH 20)					
The handout/brochure/literature has a clear message.					
The material presented is relevant to the overall message/purpose.					
The student appropriately utilized knowledge of nutritional health promotion and disease prevention for individuals, groups, and/or populations. (C 1.15)					
The student communicated audience-appropriate public health content. (MPH 19)					
<b>Presentation</b>					
The material presented considered design concepts to improve readability and engage the reader.					
The material presented utilized design standards as set by the organization for branding, where appropriate (logos, fonts, etc.)					
<b>Overall Score</b>					
Competency 1.15: the student was able to apply knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations.					
The student effectively designed, implemented and evaluated written literature for a target audience.					

Comments:

Student Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Preceptor Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## **Nutrition Presentation and Handout Summary**

Submit to PRISM with preceptor assessments and materials created. You may upload multiple documents.

1. Audience:
  - a. What information did you gather about your audience to select your presentation and handout topic?
2. Objectives:
  - a. List what you wanted the audience to understand and what actions you wanted them to take following your presentation.
  - b. How did the concept of cultural humility guide your objectives?
3. Content:
  - a. What were the main points of your presentation? of your handout?
  - b. What material(s) did you develop, adapt, or update for this presentation? for your handout?
  - c. How did you encourage interaction with your audience? List activities, demonstration, or discussions.
  - d. How did you call your reader to action in your handout?
  - e. How did the concept of cultural competence inform your content?
4. Evaluation:
  - a. How did you evaluate whether your presentation and handout objectives were met?
  - b. What did you find?
  - c. Did you make modifications to an existing presentation to increase effectiveness of the nutrition education (if yes, explain)?
  - d. Did you make modifications to an existing piece of literature to increase effectiveness of the nutrition education (if yes, explain)?
  - e. What modifications would you now make on both based on your audience/reader feedback? (*Performance Indicator 2.4.12: Evaluates effectiveness of nutrition education and makes modifications as required.*)

### Materials:

List materials used to support your presentation and handout: include slides, presentation guides/notes or talking points, handouts, visual aids, and props. [Please upload to PRISM a copy of your presentation slides, notes, or talking points AND your handout.]

### References:

Please list the references and data sources used in developing your materials and presentation.

## **APPENDIX F: Required Activities Checklist**

This checklist documents progress toward meeting ACEND field practice hours and requirements for MPH/RD students completing the Public Health Nutrition Field Experience. All activities must be completed and documented by the last day of the field experience and a SIGNED copy of this tracking document must be uploaded to PRISM.

### **Meetings and Observations**

*The purpose of the meetings and observations is to expose you to the roles of managers/administrators within the agency, services provided through the agency, and decision-making processes of management teams/boards. .*

- Meeting with a supervisor or director of host agency services (required)

Name and position:

Date Completed:

- Management Team or Board Meeting (recommended)

Team/Board Title:

Date Completed:

- Key Host-Agency Services/Clinics (recommended)

Services/Clinics Observed:

Date Completed:

### **Visits**

*The purpose of site visits is to provide you with an opportunity to learn about a variety of nutrition-related services in the community.*

- Senior Services/Congregate Meal Site (optional)

Location:

Date Completed:

- Emergency Food Supply/Food Bank (optional)

Location:

Date Completed:

- Home Visit with a nutritionist, nurse, lactation consultant, or social worker (optional)

Type of visit:

Date Completed:

- Parks and Recreation Department (optional)

Location:

Date Completed:

### **Required Field Hours**

*You are required to complete a minimum of 240 hours of supervised practice through the Public Health Nutrition Field Experience including at least six hours in the WIC Program and six hours in a school setting.*

#### **WIC**

- I completed at least 6 hours of observation in the WIC Program

Agency:

# of hours:

- I was unable to complete 6 hours of observation in the WIC Program but I completed the required online training modules (<https://www.nutritionnc.com/wic/conferences.htm#genwic>; see PHNE Handbook for further login instructions.)

#### **School or Summer Meals Program**

- I completed at least 6 hours of observation in a school setting

Agency:

# of hours:

- I was unable to complete 6 hours of observation in a school or summer meals setting.

**Total # hours completed at end of PHNE = \_\_\_\_\_ hours [if less than 240 please explain and provide plan for completing required observations and remaining hours]**

**Student Signature and Date: \_\_\_\_\_**

## APPENDIX G: PHNE Final Competency Evaluation

Each preceptor will evaluate the student on ACEND® competencies at the end of the experience. Students will be evaluated on the following 5 point scale; students are expected to demonstrate each competency at a level 5 by the end of the field experience. Students who do not achieve this level of practice will be provided with remediation experiences until they demonstrate professional competence.

5	DOES: The student is able to <u>function independently</u> in utilizing his or her knowledge of the competency in a professional setting.
4	SHOWS: The student is able to <u>demonstrate</u> that, in a supervised practice setting, he or she can perform actions related to this competency based on his or her knowledge of the competency in a professional setting.
3	KNOWS HOW: The student <u>knows how</u> to use his or her knowledge of this function as a competent professional and has demonstrated this in a classroom setting.
2	KNOWS: The student <u>knows what</u> is required to carry out this function as a competent professional.
1	The student lacks adequate knowledge to practice and perform this function as a competent professional.

### Nutrition Presentation and Handout:

- Competency 1.15: Applies knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations. (5)
  - Performance Indicator 2.4.12: Evaluates effectiveness of nutrition education and makes modifications as required. (5)

### Overall Performance:

- Competency 1.6: Applies knowledge of social, psychological, and environmental aspects of eating and food. (5)

*In addition to the ACEND evaluation, students completing PHNE in Summer 2020 will be evaluated on 4 CEPH competencies. Preceptors will receive a SEPARATE Qualtrics evaluation for those competencies based on the following scale. Thank you for your support in this!*

5	Clearly excellent demonstration of competency attainment
4	Entirely satisfactory demonstration of competency attainment
3	Inadequate demonstration of competency attainment
2	No demonstration of competency attainment
1	N/A

