

Garden To Table Nutrition Dietetic Internship

Rotation Description: Elective

I. Before the rotation the intern will prepare by:

- Laying the groundwork for the Capstone assignment (NOTE: Part One should be started before you begin this rotation): At least two months before beginning this rotation, evaluate emerging research in order to choose a Capstone Project. At least one month before rotation, begin planning your Capstone Project with the preceptor who will be working with you on this project.
- Contacting preceptor (1-3 weeks before rotation starts); sharing with the preceptor this rotation description, the Mid Rotation Assessment and the Final Assessment Tool. and the competency checklist of CRDNs and projects.
- Checking in regarding start time, dress code, and parking, if this is a new site. In most cases, interns will be working at a facility and preceptor they are already familiar with.

II. At the beginning of the rotation, preceptor will:

- Review with intern the Garden to Table Nutrition Internship Rotation Description, CRDNs that are to be covered.
- Meet with student to discuss opportunities student's ideas for their Capstone Project.
- Discuss possibilities for interns to demonstrate entry-level RD skills by providing staff relief, with preceptor available to sign off on documentation and provide support as needed.

III. Throughout the rotation, preceptor will:

- Supervise intern in the completion of learning activities and projects.
- Check in with intern weekly about progress on Capstone Assignment.
- Inform internship director if the intern is not meeting standards.

IV. Assessments

1. **Mid Rotation Assessment:** Preceptor will evaluate intern on the less complex aspects of dietetics and basic professionalism with a Mid Rotation Assessment. If a problem is identified, time remains to correct it before the rotation ends, when skills will be evaluated again.
2. **Final Assessment:** Preceptor will complete a draft of the Final Assessment with their intern one week before the end of rotation, to allow interns an opportunity to address shortcomings before the last day of the intern's rotation. The Final Assessment will be sent directly to the internship director on the intern's last day of that rotation. Please contact the internship director as soon as practical if it looks like intern will not meet the CRDNs.

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NOTE – most of the CRDN listed have been met in other rotations, but are good to continue to practice. CRDNs 2.9, 3.7 and 4.8 are of highest importance, because this is the only place they are scheduled to be met.

The final assessment tool for your intern will be sent to you the first week of your intern's rotation. It will be tailored to the individual student's needs. Students who have not met CRDNs 1.1, 1.3, 2.11, 3.5, 3.9 or 4.7 previously will be assessed on them at this time, where other interns may only be assessed on CRDNs 2.9, 3.7 and 4.8.

Projects to be turned in to internship director during the Elective rotation:

1. Intern-Identified Capstone Project. Discussed in detail below.

2. Optional Assignment - Take The Lead (CRDN 2.7, 2.10): Intern will work with preceptor to pick a venue to demonstrate professionalism and grow their leadership skills. They will identify specific goals or objectives to be met. Possibilities include working on a specific project (chosen by intern or suggested by preceptor, or possibly the Capstone Project), or providing "staff relief," where intern takes on the role of an employee in a leadership or management position (production manager, school manager, coordinator, patient services manager, sanitation manager, meal-site manager).

Evaluation will be done by preceptor using the assessment tool for this rotation.

End of Rotation:

- The intern will ask the preceptor to fill out an initial draft of the Final Assessment one week before the end of the rotation to allow intern time to address shortcomings. (This will be sent electronically to preceptor.)
- One week before the end of the rotation, a final version of the Final Assessment will be emailed directly to the preceptor, and should be filled out by the preceptor by the intern's final day. Preceptor and intern should together review the form and the preceptor should electronically submit document to internship director.

Capstone Assignment Overview: Using insight gained during your internship experience, create a cooking- or garden-based education project, curriculum, or service that fulfills a need in your community. Preceptors will assist in this process, and offer advice, and help interns connect with other stakeholders or community organizations. Preceptors are also asked to help make sure the intern chooses a project that is of benefit to the community. While the due date for

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this project is by the end of the internship, it is highly recommended that you begin this project in the first half of your internship, looking for opportunities early-on to implement your project instead of waiting until the end and not having enough time to complete your project. You may work with more than one preceptor on this project and you must include stakeholders and community members/groups in your planning.

Project possibilities include but are not limited to:

1. Create and teach a hands-on cooking project for a class of elementary school students, or senior citizens, families, or immigrants.
2. Develop curriculum for a week-long cooking summer camp.
3. Teach Food Sense Curriculum for Share Our Strength.
4. Facilitate a vermiculture workshop, bringing two local organizations together to reach a new audience and improve sustainability.
5. Leading a cooking demonstration at a farmers market.
6. Teach a class at a local permaculture meet-up.
7. Another topic of your choosing, ask the internship director before you start on this to be sure it meets the assignment guidelines

Part I Research Needs: CRDN 2.9

1. Where do you think a project could create a positive impact? How will this project specifically help promote health and wellness (either on the environment, the community, or the health of the individual)? (CDRN 3.7)
2. Will the project you are considering will have a positive impact? Does it align with the mission and goals of the organization(s) you are partnering with? Do you and the organization(s) you are working with have the necessary resources? (CDRN 4.7) Is this project worth doing? Is it supported by research? Do the expected benefits outweigh the costs (CRDN 1.3)?
3. Share this assessment/plan with at least three other people (preceptors, community members, staff, fellow interns, former classmates, etc.) and explain how/if these conversations helped you to refine your thinking. (CRDN 2.9)
4. In one to two typed, double-spaced pages, answer the above questions and describe what you learned in academic research and via conversations with stakeholders (community members, leaders of allied organizations, staff). Cite at least three academic sources, and three conversations with stakeholders. Include sources that are inconclusive or negative as well as positive.
5. Include a bibliography of your resources.
6. Develop a preliminary budget for how much the full implementation of this project cost will cost and the practicality of seeing this project through to completion.

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7. What are the possible pitfalls in doing the project? What are the possible benefits for those whom the project is targeting?
8. How will this project be feasible/reproducible in the future without you as an intern? How costly will it be for others to implement who are paid staff? (CRDN 4.7)

Turn Part 1 in to internship director no less than one month before the end of your internship.

Again, it is highly recommended that you begin thinking about this as soon as possible toward the beginning of your internship.

Evaluation will be done by internship director using the assessment tool for this rotation.

Part II Create and deliver your project/program/service:

1. Project Planning (CRDN 4.8): Intern will demonstrate competence in CRDN 4.8:

- a. Plan and deliver a product/program/service that includes a budget for advertising, supplies, materials, staff time and any other financial needs.
- b. If volunteer/intern time is planned to be used, include staff time in the budget for needed oversight.

2. Develop and Deliver CRDN 3.7, 3.4: Intern will demonstrate competence in CRDN 3.7:

- a. Use research to create a program that promotes health and wellness in the community.
- b. Develop education materials that are appropriate to your audience (consider culture, age, education, experience).
 - i. Use a SMOG evaluation to assess appropriate reading level for your audience. (<https://www.webfx.com/tools/read-able/check.php>)
 - ii. For example, keep the material at an 8th grade level for the general population, and consider using a 4-6th grade level for non-native English speakers, or for audiences with limited education. Consider using more graphics and less text to bridge language and education gaps.
 - iii. Include your SMOG evaluation results with your documentation provided and explain why you chose the reading level you did.
- c. Write 2-3 paragraphs about your reasoning for the educational materials chosen and how they will further positively impact the needs you identified in Part I.
- d. Attach any education materials you created for your project (such as ads, handouts, brochures, menus) and include all of the following:
 - i. Recipes/Instructions
 - ii. Equipment lists (pots, knives, shovel, spade)
 - iii. Budget

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Part III Evaluation - Leadership Skills and Achievement of Objectives and Resource Management:

1. Evaluate yourself as a leader. (CRDN 2.7, 2.12)

- a. How well did you bring in other stakeholders who could share your vision and objective?
- b. How effectively did the team work together?
- c. Was the product what you hoped for?
- d. What did you learn?
- e. What would you have done differently if you could do it over again?
- f. How did the partners you worked with see you? (Use your debriefing and/or evaluations to find out).
- g. Include data from the evaluations done in Part II.

2. Evaluate your project, did it meet the did your participants learn or gain skills? (CRDN 1.3)

- a. Did it meet the fulfill the parameters of the Assignment?
- b. Did participants gain skill or knowledge?
- c. How would you change the program for the future?
- d. Based on this evaluation, and the costs to produce the event, how valuable is the project you developed?

3. Resource Management Evaluation (CRDN 3.9):

The following evaluation will be used to demonstrate interns competence CRDN 3.9:

1. Were you successful in coordinating the procurement, production and distribution of materials and services? What were some of the obstacles you encountered in this process?
2. Were you able to utilize or solicit donations of goods or energy to keep costs down? How did you thank those that donated?
3. How did your actual time and dollar budget line up with what was actually spent?
4. How much did this program actually cost (in both time and dollars)?
5. How many people benefited?
6. How likely is it that this program/product will be used again by the organization(s) you worked with?
7. How is the cost/benefit of this program affected when and if volunteer labor is no longer available?

Have a preceptor review/evaluate the completed project and enter comments on the Final Assessment. Turn in entire project (documentation for parts 1, 2, and 3 and materials developed for this project), to the internship director. This is due by the end of your last rotation.

IV. At end of rotation, preceptor will:

- Review and provide the intern with an initial draft of the Final Assessment one week before the end of the rotation to allow intern time to address shortcomings. (This will be sent electronically to preceptor.)

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- Submit Final Assessment electronically to internship director, and shared with intern on intern's final day of that rotation.

Due to the complexity and timing of this project, it will be assessed by both the internship director and preceptor, as noted throughout assignment.