

The following 8 pages provide examples of the activities and assignments Iowa State University interns are expected to participate in and complete. Because this is just a sampling, the numbers and letters found within the different areas (CO, FSM, MNT) may not be consistent.

In addition to the assignments shown here, interns are required to submit weekly reflection logs to their instructor, prepare and present patient case studies, complete literature reviews of current topics in MNT, participate in projects in CO, FSM, and MNT, and complete comprehensive case reviews that are designed to test their knowledge and problem solving skills.

Examples of assignments:

A. Community Nutrition (CO)

1) You **MUST** know the difference between: assessment, screening, intervention, planning, evaluation, goals, objectives.

You **MUST** be able to write clear, measurable goals and objectives. (This skill will be used in various assignments found in Community Nutrition, Food Service Management, and Medical Nutrition Therapy.)

2) **Readings and tasks to be completed prior to and during Community project time:**

Supportive readings:

WebCT:

Complete review of content pages 13-18, and 26.
Use especially MTTF chapters III, IV, V, VI, and VII.

Text:

Chpt. 9 (Management for Nutrition Programs and Services), 10 (From Assessing Needs to Developing Objectives), 11 (Implementing Interventions), 12 (Policy Formulation), 13 (Monitoring and Evaluation), 14 (Marketing, Motivation, and Media), 15 (Writing Reports and Proposals)

3. _____ Complete *Community/Diabetes Key Feature*; this is TEAM assignment. **(CD 40, 41, 42, 43, 44, 45)**

4. _____ Complete *Community Project* (See table of contents for the project information) **(CD 11, 12, 40, 41, 42, 43, 44, 45)**

3) **CO Project instructions (Abbreviated):**

Reference: Endres, especially: chapters 9-15; figure 9-4 (p. 240).
Moving to the Future: Developing Community-Based Nutrition Services.

A. Written report: Compile the information from project steps I, II, and III into one typed report, written as if the reader knows nothing about your project, using citation and references style as found in The Journal of the American Dietetic Association, and organized and subtitled as follows:

1. Title page--use a descriptive title.

2. Abstract--summarize the entire project (approximately 200 words)

3. Introduction--include a review a literature (i.e.: related articles from at least the last five years of Journal of Nutrition Education and The Journal of the American Dietetic Association, relevant web references.)

4. Description of agency/program where your project was completed.

5. Assessment and Problem Identification AND Goals and Objectives--describe each activity that was done, significance of the activity (how it contributed to assessment) and assessment results. Cite all references used. Attach all supporting materials, including summarized assessment data, in the appendix.

6. Planning--describe execution of each planning step. Cite all references used. Attach any materials and evaluation forms you used for the intervention in the appendix.

7. Implementation and Evaluation--describe implementation of the intervention, how it was evaluated and evaluation results. Cite all references used. Attach all supporting materials, including summarized evaluation data, in the appendix.

8. Project evaluation--address assessment, planning, implementation and evaluation separately when answering the following questions: 1) what do you feel went well; 2) what could have been improved; and, 3) what would you do differently next time.

9. Reference list-- Cite all references used using the reference style of The Journal of the American Dietetic Association.

10. Appendix-- 11. Have two copies of your report. Submit one copy to the instructor (this will be returned to you) and deliver or mail one copy along with a thank you letter to your project supervisor.

B. Oral Report

B. Food Service Management (FSM)

1. Safety/Sanitation

(CD 29)

Reading: Chapter 13, 14; WebCT information; Information specific to facility

_____ A. *Safety/Sanitation checklist: identify problem areas, propose corrections, follow-through with proposals; use facility form or form found in text;*

_____ B. *Write complete, detailed cleaning procedure for selected piece of equipment.*

_____ C. *Write a recipe using HACCP controls*

_____ D. *Review/discuss disaster plan in facility*

_____ E. *Read one trade journal article on topic of Safety/Sanitation*

_____F. Write one goal and at least one objective related to safety and sanitation concerns for the department.

2. Human Resources

(CD 16, 19, 20, 21, 22)

Reading: Chapter 7, 8; WebCT information; Information specific to facility

_____A. Review policy/procedures for accidents/injuries

_____B. Review steps for hiring from position opening through orientation: consider barriers, hiring restrictions, policies, interview issues, legal issues, potential delays

_____E. Observe and discuss an example of positive, effective communication

_____F. Observe and discuss an example of negative communication:

3. Budget

(CD 16, 17, 18, 19, 21, 22, 28,; BE3)

Reading: Chapter 3, 11; WebCT information; Information specific to facility

_____H. Prepare bid for new or replacement equipment OR redesign workspace

_____I. Identify customers of department's services

_____K. Write one goal and at least one objective related to budgetary concerns for the department.

4. Food Production, Product Procurement, Service (CD 19, 22, 23, 24, 25, 26, 27, 28, 29; FS1)

Reading: Chapter 16, 17, 18, 19, 20; WebCT information; Information specific to facility

_____A. Menu Planning and Analysis for a healthcare facility **for the following diet types: General, Soft, Full Liquid, 2 gm NA, 1600 calories ADA.

_____B. Plan, implement, evaluate special function or promotion--may be for the cafeteria, for the facility employees, for the catering division, or for other situation as determined by primary preceptor.

_____C. **Develop a recipe to match the food service department mission/goals**

_____D. Perform Tray Accuracy Audit

_____E. Perform Test Tray Evaluation

5. Quality Assurance

(CD 14, 15, 16; FS7) Reading: Chapter 4; WebCT information; Information specific to facility

_____A. Participate in quality assurance procedures

_____B. Suggest 5 new quality assurance topics

_____C. Select one topic to prepare a mock QA Plan/Do/Check/Act according to method used in facility

6. Inservice

_____A. Plan, implement, evaluate departmental inservice; coordinate with preceptor (CD 10)

C. Medical Nutrition Therapy (MNT) Diabetes Rotation

Activities:

- Review vocabulary, medication, and laboratory values - be able to relate the relevance of these to the diabetic population.
- Complete the diabetes CD ROM activities.
- Round with the RD, observe interaction with patients, visitors, and healthcare team members.
- Observe RD/patient interview and teaching.
- Observe a session of patient education (one on one or class setting) by the nurse educator (i.e. foot care, self blood glucose monitoring, sick days, survival skills).
- Work with assigned patients. Complete a comprehensive assessment on a patient.
- Develop a meal plan, using exchanges or CHO choices, and sample menu for a person with Type 1 or Type 2 diabetes mellitus based on diet history, nutrient needs, medications, life style and exercise.
- Provide diet counseling for a person with Type 1 or Type 2 diabetes mellitus and have your preceptor complete a diet instruction evaluation.
- Demonstrate finger stick monitoring of blood glucose.
- Explore hypoglycemic reactions including the etiology and treatment.
- Identify the four modes of action of oral hypoglycemic agents.
- Examine the action curves of fast, regular, NPH, and lente insulin.

Assignments to be submitted to the instructor:

- **Develop a meal plan and sample menu with clearly identified exchanges or carbohydrate choices. Provide a brief description of the client including type 1 or type 2 diabetes mellitus, insulin or oral hypoglycemic agent regimen, weight status, and estimated energy and protein needs for this person. Provide your rationale for choosing the educational method you did.
- Compare and contrast the ADA exchanges and carbohydrate choices methods of diabetes education. Describe a scenario when using this each method would be most appropriate.
- Post on the bulletin board one "way cool" new and exciting observation from your facility related to diabetes management (i.e. treatment, procedure, medical nutrition therapy intervention, etc)
- **Six chart notes (or other documentation) of patient care provided during the rotation.
- **Completed comprehensive nutrition assessment on one patient.
- Completed diet instruction evaluation.
- **Responses to the following two scenarios:
 - A client complains of chronically elevated blood glucose levels first thing in the morning. The client states that morning blood glucose ranges from 190-280 mg/dL before breakfast. The client's current insulin regimen is 10 units of NPH and 5 units of regular insulin at 7 am and 5 pm. The meal pattern currently followed by the client is 4-5 CHO choices at breakfast and lunch, a snack of 2 CHO choices for a PM snack, and 4-7 CHO choices at the evening meal. The client sometimes consumes a HS snack of 1-2 CHO choices depending on the evening meal. The client took a 2 am blood glucose 3 times the past week, which ranged from 40-60 mg/dL.

- 1) Draw out this client's insulin curves in relationship to meal times? Be sure to identify the onset, peak and duration for both regular and NPH insulin
 - 2) How do these insulin curves relate to his meal pattern and blood glucose levels?
 - 3) Explain why this client is experiencing low blood glucoses at 2 AM but elevated levels before breakfast?
 - 4) What recommendations would you make for this client regarding the insulin regimen and/or meal pattern and why?
- A client complains of elevated blood glucose levels taken 1-2 hours after eating. The client states that all fasting blood glucose levels are within normal limits but the postprandial blood glucose levels tend to run high (220-250 mg/dL). The client is currently on the maximum dose of glucotrol (tid) and is also taking glucophage bid. The meal pattern consists of 3-4 CHO choices at each meal and snacks (am, pm and HS) of 1 CHO choice if needed. The client's weight is WNL; however, triglycerides are rising.
- 1) Discuss the mode of action for glucotrol and glucophage?
 - 2) What are elevated postprandial blood glucose levels and elevated triglycerides an indicator of?
 - 3) What recommendations would you make for this client regarding the medication and/or meal pattern and why?

SAMPLE OF THE PATIENT COMPREHENSIVE ASSESSMENT (shows pages 1, 3, 4, 8, 9). The intern is required to complete this entire form on 6 patients during MNT rotations.

P. 1 Student _____ Date _____

**FSHN 442
DI PATIENT DATA**

Admit Date _____

Diet _____ Sex _____ Age _____

Ht (act/est) _____ Wt (act/est) _____ IBW/ABW _____
%IBW/ABW _____

Usual Wt. _____ % Usual _____ Goal Wt. _____
BMI _____

Diagnosis: _____

Past Medical History: _____

Diagnostic tests:

Test	Date	Purpose	Result

Surgery:

Date: _____ Procedure: _____

Consults: (Speech, Social Services, etc.)

Treatments: (P.T., R.T., O.T., etc.)

Date: _____ Procedure: _____

P. 2 Medications:

Daily

Type	Function	Pertinent Interac.(s)

PRN (*use)

Type	Function	Pertinent Interac.(s)

Nursing:

1. Admission Work-up (physical exam, meds)
2. Social, Family History
3. Observations (food intake, appetite, elimination, behavior, etc.)

Brief Disease Review:

P. 3 Medical Nutrition Therapy

Estimated Needs: (show calculations)

Kcal _____

Pro _____

Fluids _____

Other _____

Appetite/Intake (observed, recorded, I/O):

Diet (date, diet order)

Physical Exam Findings and Systems Review (based on your clinical observations)

*Hydration _____

*Skin/mucosal changes

skin _____

nails _____

mouth _____

*Face/neck _____

*Musculoskeletal _____

P. 8 Comparison of dietary intake info. gathered from 24 hr Recall & Food Frequency. (Which is most reliable, most accurate representative of eating habits.)

Assessment of Educational Needs

Current Readiness for Change (i.e. stage of change)

Educational Goal and Plan

P. 9 SOAP

Summary/Clinical Impression: consider medical and social history and current situation and treatment, physical exam findings, biochemical analysis, current and home medications, nutrition analysis and recommendations for the present and future, and potential outcome.