

Food Insecurity/Food Banking Supervised Practice Concentration

Introduction

About the Food Insecurity/Food Banking Supervised Practice Concentration

The purpose of the Food Insecurity/Food Banking Supervised Practice Concentration is to prepare future RDNs for work in a food bank setting and/or with food insecure populations. The concentration was developed and pilot tested by the Academy of Nutrition and Dietetics Foundation with the expertise of dietetic internship directors and registered dietitian nutritionists (RDNs) working in Feeding America network food banks. The full concentration includes 12 activities to be completed within 120 practice hours. The activities are designed to help interns develop the knowledge and skills necessary for an entry level RDN position in a food bank, and provide the intern with experiences in nutrition education, food bank management, and food systems. The concentration was made possible through an educational grant from National Dairy Council to the Academy of Nutrition and Dietetics Foundation.

Dietetic Preceptor Responsibilities:

- Serve as the contact for the Program Director.
- Review the activities in the concentration in advance, and conduct all necessary preparation that will help the intern begin working on activities promptly.
- Provide ongoing support and communication with the intern, reviewing his/her experiences, discussing strong points and areas for improvement.
- Evaluate the intern's work using the coordinating evaluation form after each activity is completed.

Prior to intern's arrival:

- Arrange for suitable facilities and equipment for the intern (i.e. work space, storage, etc.).
- Arrange access to pertinent information needed by the intern (Feeding America Hungernet, agency policies, resources, etc.).

Orientation:

Plan an orientation for the intern similar to that of a new employee:

- Tour the location's necessary facilities and resources.
- Introduce intern to team members and appropriate staff.
- Provide intern with personnel policies (including dress code, absences, punctuality, etc.).
- Explain lines of authority.
- Provide intern with organizational charts, job descriptions, and evaluation procedures in use.
- Assist intern in setting up a suitable system of communication within the agency, especially where to go for help with various problems.

Food Insecurity/Food Banking Supervised Practice Concentration Suggested Activity Progress Checklist

Activity #	Activity Name	Anticipated Time (range)	Week 1 Start	Week 2 Start	Week 3 Start	Week 1 Finish	Week 2 Finish	Week 3 Finish	Date Completed	Preceptor's Initials
1	Healthy Food Access	5-10 hours	X			X				
2	Donations List or Policy	5-10 hours	X			X				
3	Store Tour	5-10 hours	X				X			
4	Food Safety Staff Training	5-15 hours	X				X			
5	Nutrition/Cooking Program	5-15 hours	X				X			
6	Develop & Assess Handouts	5-10 hours		X			X			
7	Recipe Sheet	5-15 hours		X			X			
8	Advocacy Tools	10-20 hours		X				X		
9	Co-Branding	5-15 hours		X				X		
10	Nudges	10-15 hours		X				X		
11	Diabetes Class	5-15 hours		X				X		
12	SNAP Outreach Tools	5-10 hours			X			X		
		For a minimum of 120 hours								

Activity #1

Healthy Food Access

Description

Evaluate healthy food access (availability, cost, quality) for a low-income neighborhood in a food pantry service area.

Instructions

1. Preceptor will identify the food pantry for the intern to conduct the healthy food access assessment. If possible, preceptor will select a client choice food pantry. Preceptor will make necessary introductions.
2. Intern will assist clients through the client choice pantry during normal operating hours. Later, intern will document common client food preferences and predominant cultures. If pantry is not client choice, intern will skip this step.
3. Intern will conduct 2-3 voluntary client interviews (individually and/or in small groups) at a food pantry. Intern will explain to clients that they are learning about food preferences to better understand client needs. Questions may include the following: How long does the food you receive at the pantry last? Where else do you get food? How often do you go to a store (or corner market, farmer's market, etc.) to buy food? What are the prices like? Do some food items cost more or less at different locations? Do you have transportation to go a store to buy food? What do you usually buy? What would you like to buy but cannot?
4. Intern will document if any of the favorite foods the clients mentioned are distributed by the food pantry.
5. Intern will write a short summary of key findings and what was learned from the activity. In the summary, intern will suggest food items, pairings of food items, and/or healthy recipes using the food items the food bank may consider distributing and/or promoting that may be well-accepted by clients. Intern may include healthy cooking suggestions for favorite foods (i.e. baked chicken instead of fried chicken). Intern will submit summary to food pantry manager and preceptor.
6. Optional: If feasible, intern will conduct a market basket assessment of healthy items mentioned above by comparing the availability, cost, and quality of such foods at three locations near the food pantry (may include grocery store, corner market, farmers market, superstore, etc.). Intern will compare cost and quality of similar items in a more affluent area. Intern will compare common food items identified above with common foods distributed by the food bank.

TIP: If intern is unable to visit identified food pantry neighborhood (due to transportation, safety, or other issues), intern will conduct phone interviews with 3-4 select food pantries identified by preceptor. Intern will ask food pantry managers about the clients they serve and common foods they enjoy eating. Intern will identify healthy foods clients enjoy and compare them with the items the food bank distributes. Intern will suggest food items, pairings of food items, and/or healthy recipes using the food items the food bank may consider distributing and/or promoting that may be well-accepted by clients.

<p>Knowledge Statements: Core (KRD) and Concentration (FDBK)</p> <p>FDBK 6.6 Principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups who are served by the food bank, with limited funds to purchase additional food and have limited access to cooking equipment (Beyond KRD 5.1, as it is specialized)</p> <p>FDBK 6.8 Define and describe nutritional needs of food insecure populations</p> <p>KRD 2.1 Variety of communication skills sufficient for entry into pre-professional practice</p> <p>KRD 3.2 Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention</p> <p>KRD 3.3 Education and behavior change theories and techniques</p> <p>KRD 5.1 Principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups</p>	<p>Practice Competencies: Core (CRD) and Concentration (FDBP)</p> <p>FDBP 5.4 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals who are served by the Food Bank (developed CRD 3.6)</p> <p>FDBP 5.5 Develop strategies that support a healthy food bank environment and encourage healthy choices by food bank clients</p> <p>FDBP 5.6 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management for food bank clients (specialized and developed from CRD 3.3)</p> <p>FDBP 5.9 Utilize effective education methods with interdisciplinary colleagues regarding food insecurity and health</p> <p>FDBP 5.13 Create and/or adapt materials appropriate for low literacy, culturally diverse audiences</p> <p>CRD 2.11 Demonstrate professional attributes within various organizational cultures</p> <p>CRD 3.6 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals</p>
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Activity #1 Evaluation: Healthy Food Access

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Market basket assessment summary	Includes and exceeds rating 4 definition.	Suggested food items, pairings of food items, and/or healthy recipes using food bank food items are culturally appropriate and expect to be well-accepted by clients. Assessment is complete with comparison of the availability, cost, and quality of foods.	Market basket assessment summary is missing one quality from rating 4 definition.	Market basket assessment summary is missing two qualities from rating 4 definition.	Market basket assessment is missing most qualities from rating 4 definition.	Incomplete or not submitted.	
Summary mechanics and organization	Includes and exceeds rating 4 definition.	Clearly organized; flows well; free of grammatical, spelling or punctuation errors; report is not too lengthy while at the same time sufficiently covers all content.	Clearly organized; flows well. However, could use more editing; no grammatical, spelling or punctuation errors grammatical; report length needs some editing.	One or more errors in one category: grammar, spelling, punctuation, length of report or sentence formation. Organization needs much editing.	Errors in two or more categories: grammar, spelling, punctuation, length of report or sentence formation. Organization is poor and needs extensive editing.	Incomplete or not submitted.	

Comments: _____

Activity #2

Donations List or Nutrition Policy

Description

Draft or revise a preferred donations list or nutrition policy for a food bank or food bank agency that informs donors and the public about the food bank's position or interest towards various donations.

Instructions

1. Preceptor will provide intern with any current donations lists or nutrition policies the food bank and/or food bank agencies have in place, if applicable.
2. Intern will interview preceptor to identify purpose of creating a donations list or nutrition policy, how it was done, and what the challenges were. Discuss how the lists and policies impact food bank agencies, if applicable.
3. Intern will review Feeding America's Healthy Food Donation List for ideas: <http://healthyfoodbankhub.feedingamerica.org/resource/healthy-food-donation-list/>.
4. Considering application of MyPlate and the Dietary Guidelines, investigate what data is available surrounding the topic of donations lists and nutrition policies for food banks. If applicable, compare to existing donations list or nutrition policy at food bank.
5. Organize information collected and provide a summary of the information and recommendations to the preceptor.
6. Preceptor and intern will discuss suggested next steps as best suited for the food bank.

Examples:

- If food bank does not currently have a donations list and/or nutrition policy in place:
 - Develop a food bank donations list;
 - Develop a food bank nutrition policy;
 - Consider developing a promotion plan and sharing it through Feeding America's Hungernet or Healthy Food Bank Hub www.healthyfoodbankhub.org, media and/or social media, other agencies, staff, volunteers, etc.
- If food bank does have a donations list and/or nutrition policy in place:
 - Revise/update food bank donations list as needed;
 - Revise/update food bank nutrition policy as needed;
 - Develop promotional materials:
 - a. Examples: <http://www.accfb.org/wordpress/wp-content/uploads/2014/02/NutritionPolicy-8.5x11.pdf>
 - b. <http://www.gbfb.org/our-mission/nutrition.php>
 - c. <http://www.cloudnutrition.net/gpcfb-nutrition-policy/>

- If food bank agencies do not currently have a donations list and/or nutrition policy in place:
 - Preceptor will connect intern with a food bank pantry to:
 - Develop a food bank agency donations list;
 - Develop a food bank agency nutrition policy

- If food bank agencies do have a donations list and/or nutrition policy in place:
 - Preceptor will connect intern with a food bank pantry to:
 - Revise/update food bank agency donations list as needed;
 - Revise/update food bank agency nutrition policy as needed
 - Promote donations list and/or nutrition policy as needed

Knowledge Statements: Core (KRD) and Concentration (FDBK)

FDBK 6.2 Define and describe food bank operations and services. (Beyond KRD 4.1, as it is specialized)

FDBK 6.4 Identify and describe the ordinances and bills at the local, state, and federal levels that influence the operation or resources of food banks.

FDBK 6.8 Define and describe nutritional needs of food insecure populations

KRD 2.1 Variety of communication skills sufficient for entry into pre-professional practice

KRD 3.2 Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention

KRD 4.1 Management and business theories and principles required to deliver programs and services

KRD 4.2 Quality management of food and nutrition services

KRD 4.3 Fundamentals of public policy, including the legislative and regulatory basis of dietetics practice

Practice Competencies: Core (CRD) and Concentration (FDBP)

FDBP 5.6 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management for **food bank clients** (specialized and developed from CRD 3.3)

FDBP 5.11 Develop internal food bank policies to promote the health and well-being of food bank clients (specialized and developed from CRD 4.3)

CRD 1.3 Justify programs, products, services and care using appropriate evidence or data

CRD 1.4 Evaluate emerging research for application in dietetics practice

CRD 2.2 Demonstrate professional writing skills

CRD 2.8 Apply leadership skills to achieve desired outcomes

CRD 4.3 Participate in public policy activities, including both legislative and regulatory initiatives

Activity #2 Evaluation: Donation List or Policy

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Background research and interviews about donation list or policy	Includes and exceeds rating 4 definition	Thoughtful consideration of donations list or policy included thorough research and interviews. Summary of information and recommendations were appropriate and contributed valuable suggestions.	Somewhat limited research or interviews. Summary and recommendations were appropriate.	Limited research or interviews. Some recommendations needed improvement.	Little to no research or interviews. Recommendations were inappropriate.	Incomplete or not submitted.	
Donation list or policy-project organization	Includes and exceeds rating 4 definition.	Project is organized in a way that enhances understanding and work plan is appropriately prioritized. Demonstrates understanding of workflow process.	More organization is needed to enhance understanding.	Work plan not appropriately prioritized. Needs assistance in understanding workflow process.	Project is disorganized and work plan is not appropriately prioritized. Unable to understand workflow process.	Incomplete or not submitted	
Donation list or policy-content	Includes and exceeds rating 4 definition.	Final product is complete. Recommendations are consistent with US Dietary Guidelines. Content is realistic and appropriate.	Final product is consistent with US Dietary Guidelines, but some of the content may not be realistic.	Final product is consistent with US Dietary Guidelines, but content is inappropriate.	Final product is not consistent with US Dietary Guidelines and content is inappropriate.	Incomplete or not submitted	
Donation list or policy-Grammar	Includes and exceeds rating 4 definition.	Final product has minimal grammatical, spelling, or punctuation errors. Style is consistent throughout.	Final product has some minor grammatical, spelling, or punctuation errors. Style is mostly consistent throughout.	Final product has some important grammatical, spelling, or punctuation errors. Style is mostly consistent throughout.	Final product has many grammatical, spelling, or punctuation errors. Style is not consistent throughout.	Incomplete or not submitted	

Comments: _____

Activity #3

Store Tour

Description

Plan and conduct a store tour for food bank clients at a grocery store/market, farmers market, or food pantry. If conducting the tour at a grocery store/market, it should be one that is close in proximity to where the target audience lives and should highlight foods that complement foods provided from the food bank. The store could be a traditional grocery store, a corner market/convenience store, a farmers market, or retail outlet that provides a wide selection of food. The store tour could alternatively be held at the food bank or partner agency (i.e. food pantry) with items selected and set up to serve as a mini store tour. Intern will use existing store tour materials, unless the rotation length allows time for intern to develop new store tour materials.

Tip:

If conducting the tour in a store, consider utilizing the Share Our Strength's "Cooking Matters at the Store" <http://cookingmatters.org/at-the-store/materials>.

If conducting the tour in a food bank or food pantry, consider utilizing the Share Our Strength's "Cooking Matters in Your Food Pantry" facilitator guide, <http://cookingmatters.org/sites/cookingmatters.org/files/CMYFP.pdf>. This guide provides sample outlines of several nutrition education lessons and activities that can be used in the food pantry setting that you can easily customize for your audience and the length of time you have for the lesson. It also contains a wide selection of handouts and recipes to use at your demo and to send home with clients.

Instructions

1. Preceptor will make prior arrangements with a grocery store/market, farmers market, or food bank/partner agency to schedule a date and time for intern to teach the store tour. Preceptor and intern will determine how best to recruit class participants and will consider class sign-up procedures if necessary, including a plan for interns to call the participants who have signed up and remind them to attend the class.
2. Preceptor provides existing guides, toolkits, and resources for intern to choose a format that they find the most appealing and will speak best to their audience and location. (See Share Our Strength "Cooking Matters" suggestions above.)
3. Intern will plan the store tour based on the lesson selected.
4. If a cooking demonstration is possible, intern will select a recipe from Feeding America's Healthy Food Bank Hub website, www.healthyfoodbankhub.org, curriculum selected, or food bank to demonstrate in lesson. The recipe selected should be inexpensive (i.e. <\$1 per serving) using common ingredients (including foods available at the food bank) and does not require any special kitchen equipment.
5. If distributing food samples to clients, preparation of food samples must be done following the regulations of the local county health department.
6. If intern develops or revises a handout for the nutrition or cooking program, intern will download the checklist tool, Developing and Assessing Nutrition Education Handouts (DANEH) on the Healthy Food Bank Hub www.healthyfoodbankhub.org. Direct link to DANEH is <http://healthyfoodbankhub.feedingamerica.org/?resources=nutrition-education-handout-checklist>. Intern will thoroughly review the DANEH criteria and use the criteria to develop a handout, if applicable.

7. Intern should build a resource folder that will be given to each participant. The resource folder should include key points that will be discussed on the tour, healthy eating info, recipes, an evaluation and any coupons or incentives the store or market has provided for participants.
8. Intern will conduct the store tour.
9. Intern will administer pre- and post-tests (develop new or use existing) to the tour participants to assess delivery of presentation, changes in knowledge, and/or future topics of interest.
10. Intern should follow-up after the visit with a thank you note to manager of the site where the store tour was conducted.
11. If not already available, intern will construct a resource kit so that this activity is easily replicated by others in the future. Include outlines, resources, evaluations, handouts, key contacts and any suggestions for improvements.

Knowledge Statements: Core (KRD) and Concentration (FDBK)
 FDBK 6.6 Principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups **who are served by the food bank, with limited funds to purchase additional food and have limited access to cooking equipment** (Beyond KRD 5.1, as it is specialized)
 KRD 2.1 Variety of communication skills sufficient for entry into pre-professional practice
 KRD 2.2 The curriculum must provide principles and techniques of effective counseling methods
 KRD 3.2 Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention
 KRD 3.3 Education and behavior change theories and techniques

Practice Competencies: Core (CRD) and Concentration (FDBP)
 FDBP 5.6 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management for **food bank clients** (specialized and developed from CRD 3.3)
 FDBP 5.7 Refer clients to other professionals and services when needs are beyond individual scope of practice **that are accessible and available to food bank clientele** (specialized and developed from CRD 2.7)
 FDBP 5.8 Provide effective adult education for large groups of food bank clients, including strong public speaking, teaching, and cooking skills
 FDBP 5.13 Create and/or adapt materials appropriate for low literacy, culturally diverse audiences
 CRD 2.2 Demonstrate professional writing skills
 CRD 2.3 Design, implement and evaluate presentations to a target audience
 CRD 2.4 Use effective education and counseling skills to facilitate behavior change
 CRD 2.11 Demonstrate professional attributes within various organizational cultures
 CRD 3.2 Demonstrate effective communication skills for customer services in a variety of formats
 CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management
 CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends

Activity #3 Evaluation: Store Tour

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Organization	Includes and exceeds rating 4 definition	Tour and materials are clearly organized. Participants are engaged. Good management of group.	Clearly organized but improvements could be made to enhance engaging the audience. Good management of group.	Somewhat organized, but flow of information is confusing. Fair management of the group.	Poorly organized; flow is confusing. Poor management of the group.	Incomplete or not delivered.	
Cultural sensitivity	Includes and exceeds rating 4 definition	Store tour messages (and foods/recipes tasted, if applicable) are culturally appropriate.	Store tour messages (and foods/recipes tasted, if applicable) have some cultural relevance but could use more.	Store tour messages (and foods/recipes tasted, if applicable) contained very little cultural relevance.	Store tour messages (and foods/recipes tasted, if applicable) have no cultural relevance.	Incomplete or not delivered.	
Delivery of message	Includes and exceeds rating 4 definition	Holds attention of audience with eye contact, seldom looking at notes or reading from slides. Speaks with fluctuation in volume and inflection. Engaging and interactive with audience as appropriate. Appropriate use of body language and hand gestures.	Lacking in one of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in two of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in three or more of the qualities described in rating 4 definition. No audience engagement.	Incomplete or not delivered.	
Handout quality (if created/ revised)	DANEH score >18	Handout scored 18 using the DANEH checklist.	Handout scored 17 using the DANEH checklist.	Handout scored 15-16 using the DANEH checklist.	Handout scored less than 15 using the DANEH checklist.	Incomplete or not submitted.	

Comments: _____

Activity #4	
Food Safety Staff Training	
Description	
Enhance or create a food safety training presentation for food bank, food pantry, warehouse staff, or volunteers.	
Instructions	
<ol style="list-style-type: none"> 1. Intern will review current food safety curriculum and other resources provided by preceptor. Locate and review regulatory food safety laws provided by preceptor (i.e. federal, state, county, or city governments), as well as any internal food safety policies and common best practices. Discuss critical food safety issues with preceptor. 2. Preceptor and intern will determine whether to enhance an existing presentation or create a new one, and will also determine the specific food safety theme that would be best for the audience selected. 3. Preceptor and intern will determine the audience and what level of information the audience requires, i.e. food bank staff/volunteers, food pantry staff/volunteers, and/or warehouse staff. Intern will establish the best delivery mechanism for the audience, including appropriate use of technology (i.e. in-person PowerPoint presentation, hands-on workshop with interactive activities and learning stations, webinar, etc.). 4. Intern will ensure that existing or new materials include the following program elements: goals/objectives, curriculum, budget, materials/supplies, schedule, staff/volunteer roles, evaluation, etc. 5. Work with preceptor or other key staff to identify opportunities for collaboration with a food pantry or warehouse staff member. 6. Organize information of suggested enhancement or creation of presentation and submit to preceptor. 7. Conduct enhanced or new presentation to identified audience. 8. Conduct evaluation of the presentation using existing or new evaluation form for the staff to assess delivery of presentation, changes in knowledge and future topics of interest. 	
Knowledge Statements: Core (KRD) and Concentration (FDBK) FDBK 6.5 Identify proper storage conditions and timelines for food banks KRD 2.1 Variety of communication skills sufficient for entry into pre-professional practice KRD 3.2 Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention KRD 4.1 Management and business theories and principles required to deliver programs and services KRD 4.2 Quality management of food and nutrition services	Practice Competencies: Core (CRD) and Concentration (FDBP) FDBP 5.5 Develop strategies that support a healthy food bank environment and encourage healthy choices by food bank clients FDBP 5.9 Utilize effective education methods with interdisciplinary colleagues regarding food insecurity and health FDBP 5.11 Develop internal food bank policies to promote the health and well-being of food bank clients (specialized and developed from CRD 4.3) FDBP 5.14 Effectively use technology in providing nutrition education for food bank clients or staff/volunteers CRD 2.3 Design, implement and evaluate presentations to a target audience CRD 2.8 Apply leadership skills to achieve desired outcomes

	<p>CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.</p> <p>CRD 2.11 Demonstrate professional attributes within various organizational cultures</p> <p>CRD 3.2 Demonstrate effective communication skills for customer services in a variety of formats</p> <p>CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management</p> <p>CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends</p> <p>CRD 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food</p> <p>CRD 4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment</p>
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Activity #4 Evaluation: Food Safety Staff Training

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Presentation content (if intern created presentation)	Includes and exceeds rating 4 definition	Information is relevant, complete, accurate, current, and promotes health issue for target audience. High quality supporting materials (visuals, handouts, pre/posts, resource guide, etc.)	Information is relevant, current and accurate. However, additional unnecessary info provided. Supporting materials missing or not high in quality.	Information is relevant and accurate but does not address key messages related to health behavior. Supporting materials missing or lacking in quality.	Information is inaccurate and/or incomplete. Supporting documents incomplete.	Incomplete or not submitted.	
Appropriateness for audience	Includes and exceeds rating 4 definition	Presented clearly and used language appropriate for the audience (i.e. use of simple/common words, limited use of jargon, and acronyms). If cooking demo was performed, used appropriate food/recipe selection for audience.	Presented clearly but used words that are not familiar to the audience. Or, if cooking demo was performed, used food/recipe not ideal for audience.	Presentation not cohesive but information presented is accurate. Or, if cooking demo was performed, used food/recipe not appropriate for audience.	Presentation not cohesive and inaccurate. Or, if cooking demo was performed, used food/recipe not appropriate for audience.	Incomplete or not submitted.	
Delivery of message	Includes and exceeds rating 4 definition	Holds attention of audience with eye contact, seldom looking at notes or reading from slides. Speaks with fluctuation in volume and inflection. Engaging and interactive with audience as appropriate. Appropriate use of body language and hand gestures.	Lacking in one of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in two of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in three or more of the qualities described in rating 4 definition. No audience engagement.	Incomplete or not delivered.	
Handout quality (if intern created and/or revised handout)	DANEH score >18	Handout scored 18 using the DANEH checklist.	Handout scored 17 using the DANEH checklist.	Handout scored 15-16 using the DANEH checklist.	Handout scored less than 15 using the DANEH checklist.	Incomplete or not submitted.	

Comments: _____

Activity #5

Nutrition or Cooking Program

Description

Plan and conduct a nutrition class or cooking demonstration to clients at an agency (food pantry, soup kitchen, etc.) or other organization (i.e. WIC clinic). Utilize interactive education techniques such as group activities or making or tasting a recipe. As much as possible, utilize foods from the food bank to demonstrate preparation methods and meal ideas. Include tips for safe food handling (such as cross contamination, cooking temperatures, storage, etc.).

Instructions

1. Preceptor will make prior arrangements with a food pantry, partner agency or community organization for a date and time for intern to teach the class. In addition, preceptor can determine appropriate class topic with site coordinator. NOTE: Alternatively, intern can teach clients waiting in line at a designated food distribution site. Preceptor and intern will determine how best to recruit class participants and will consider class sign-up procedures if necessary, including a plan for interns to contact the participants who have signed up and remind them to attend the class.
2. Intern will review education resources at Feeding America’s Healthy Food Bank Hub website www.healthyfoodbankhub.org or existing nutrition lessons from food bank. Consider utilizing the Share Our Strength’s “Cooking Matters in Your Food Pantry” facilitator guide <http://cookingmatters.org/sites/cookingmatters.org/files/CMYFP.pdf>. This guide provides sample outlines of several nutrition education lessons and activities that can be used in the food pantry setting that you can easily customize for your audience and the length of time you have for the lesson. It also contains a wide selection of handouts and recipes to use at your demo and to send home with clients. Also consider using a lesson from the Academy of Nutrition and Dietetics Foundation’s Kids Eat Right “Family Champions” toolkit at www.kidseatright.org/volunteer. Other ideas include demonstrating how to use MyPlate to plan meals or demonstrating how to cook winter squash and where it fits in the MyPlate model.
3. Intern will plan the nutrition class or cooking demonstration based on the lesson selected and foods available at the food bank.
4. If a cooking demonstration is possible, intern will select a recipe from the Healthy Food Bank Hub website, curriculum selected, or food bank to demonstrate in lesson. The recipe selected should be inexpensive (i.e <\$1 per serving) using common ingredients (including foods available at the food bank) and does not require any special kitchen equipment. The recipe should be simple to prepare.
5. If distributing food samples to clients, preparation of food samples must be done following the regulations of the local county health department.
6. If intern develops or revises a handout for the nutrition or cooking program, intern will download the checklist tool, Developing and Assessing

<p>Nutrition Education Handouts (DANEH) on the Healthy Food Bank Hub www.healthyfoodbankhub.org. The direct link to DANEH is http://healthyfoodbankhub.feedingamerica.org/?resources=nutrition-education-handout-checklist. Intern will thoroughly review the DANEH criteria and use the criteria to develop a handout, if applicable.</p> <p>7. Conduct pre- and post-tests (develop new or use existing) for the class to assess delivery of presentation, changes in knowledge and future topics of interest.</p> <p>8. If not already available, intern will construct a resource kit so that this activity is easily replicated by others in the future. Include outlines, resources, evaluations, handouts, key contacts and any suggestions for improvements.</p>	
<p>Knowledge Statements: Core (KRD) and Concentration (FDBK)</p> <p>FDBK 6.6 Principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups who are served by the food bank, with limited funds to purchase additional food and have limited access to cooking equipment (Beyond KRD 5.1, as it is specialized)</p> <p>FDBK 6.7 Define and describe key fundamentals to effective nutrition education materials for food insecure audiences</p> <p>KRD 2.1 Variety of communication skills sufficient for entry into pre-professional practice</p> <p>KRD 3.2 Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention</p> <p>KRD 4.2 Quality management of food and nutrition services</p> <p>KRD 5.1 Principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups</p>	<p>Practice Competencies: Core (CRD) and Concentration (FDBP)</p> <p>FDBP 5.4 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals who are served by the Food Bank (developed CRD 3.6)</p> <p>FDBP 5.6 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management for food bank clients (specialized and developed from CRD 3.3)</p> <p>FDBP 5.13 Create and/or adapt materials appropriate for low literacy, culturally diverse audiences</p> <p>FDBP 5.15 Conduct effective food demonstrations with consideration of recipe cost, food availability, and ease of preparation for food bank clients</p> <p>CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives</p> <p>CRD 2.4 Use effective education and counseling skills to facilitate behavior change</p>

Activity #5 Evaluation: Nutrition or Cooking Program

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Presentation quality	Includes and exceeds rating 4 definition	Information is relevant, complete, accurate, current, and promotes health issue for target audience. High quality supporting materials (visuals, handouts, pre/posts, resource guide, etc.)	Information is relevant, current and accurate. However, additional unnecessary info provided. Supporting materials missing or not high in quality.	Information is relevant and accurate but does not address key messages related to health behavior. Supporting materials missing or lacking in quality.	Information is inaccurate and/or incomplete. Supporting documents incomplete.	Incomplete or not submitted.	
Appropriateness for audience	Includes and exceeds rating 4 definition	Presented clearly and used language appropriate for the audience (i.e. use of simple/common words, limited use of jargon, and acronyms). If cooking demo was performed, used appropriate food/recipe selection for audience.	Presented clearly but used words that are not familiar to the audience. Or, if cooking demo was performed, used food/recipe not ideal for audience.	Presentation not cohesive but information presented is accurate. Or, if cooking demo was performed, used food/recipe not appropriate for audience.	Presentation not cohesive and inaccurate. Or, if cooking demo was performed, used food/recipe not appropriate for audience.	Incomplete or not submitted.	
Delivery of message	Includes and exceeds rating 4 definition	Holds attention of audience with eye contact, seldom looking at notes or reading from slides. Speaks with fluctuation in volume and inflection. Engaging and interactive with audience as appropriate. Appropriate use of body language and hand gestures.	Lacking in one of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in two of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in three or more of the qualities described in rating 4 definition. No audience engagement.	Incomplete or not delivered.	
Handout quality (if intern created/ revised handout)	DANEH score >18	Handout scored 18 using the DANEH checklist.	Handout scored 17 using the DANEH checklist.	Handout scored 15-16 using the DANEH checklist.	Handout scored less than 15 using DANEH checklist.	Incomplete or not submitted.	

Comments: _____

Activity #6

Develop and Assess Handout

Description

Develop one new nutrition education handout appropriate for food bank clients.

Instructions

1. Intern will review two important resources:
 - a. CDC's "Simply Put: A guide for creating easy-to understand materials" http://www.cdc.gov/healthliteracy/pdf/simply_put.pdf, to learn the principles of developing lower-literacy, easy-to-read materials.
 - b. Intern will download the checklist tool, Developing and Assessing Nutrition Education Handouts (DANEH) on the Healthy Food Bank Hub: www.healthyfoodbankhub.org. The direct link to DANEH is <http://healthyfoodbankhub.feedingamerica.org/?resources=nutrition-education-handout-checklist>. Intern will thoroughly review the DANEH criteria.
2. If feasible, intern will informally interview or survey agency staff and/or clients to determine desired content of new nutrition handout.
3. Intern will present at least three handout topic ideas and suggested outline to preceptor. Preceptor will decide which one the intern will proceed with and will provide feedback on the suggested content outline.
4. Intern will develop one new handout that scores at least an 18 on the DANEH criteria checklist. Preceptor will review new handout and provide feedback.
5. If feasible, intern will informally interview or survey agency staff and/or clients for feedback on the new handout and make final revisions based on feedback.
6. Preceptor will determine plans for Spanish or other language translation if necessary.
7. Suggest promotion plan to preceptor for how the new handout will be introduced to food bank and agency staff/volunteers. If feasible, conduct a short training with agency staff with tips for effectively using the new handout with food bank clients.

<p>Knowledge Statements: Core (KRD) and Concentration (FDBK)</p> <p>FDBK 6.6 Principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups who are served by the food bank, with limited funds to purchase additional food and have limited access to cooking equipment (Beyond KRD 5.1, as it is specialized)</p> <p>FDBK 6.7 Define and describe key fundamentals to effective nutrition education materials for food insecure audiences</p> <p>FDBK 6.8 Define and describe nutritional needs of food insecure populations</p> <p>KRD 2.1 Variety of communication skills sufficient for entry into pre-professional practice</p> <p>KRD 3.2 Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention</p> <p>KRD 3.3 Education and behavior change theories and techniques</p>	<p>Practice Competencies: Core (CRD) and Concentration (FDBP)</p> <p>FDBP 5.6 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management for food bank clients (specialized and developed from CRD 3.3)</p> <p>FDBP 5.13 Create and/or adapt materials appropriate for low literacy, culturally diverse audiences</p> <p>CRD 2.2 Demonstrate professional writing skills</p> <p>CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management</p> <p>CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends</p>
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Activity #6 Evaluation: Develop and Assess Handout

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
New handout topic	Includes and exceeds rating 4 definition	Thoughtful consideration of topic for handout included soliciting input from food bank staff/volunteers and/or clients. Top three recommended topics were appropriate and suggested outline contained valuable key messages for clients.	Somewhat limited input from food bank staff/volunteers and/or clients for handout topic. Top three recommended topics were appropriate but suggested outline needed improvement.	Limited input from food bank staff/volunteers and/or clients for handout topic. Some of three recommended topics were appropriate and suggested outline needed improvement.	Little to no input from food bank staff/volunteers and/or clients for handout topic. Recommended topics were inappropriate and needed improvement.	Incomplete or not submitted.	
Handout quality (of new handout developed)	DANEH score >18	Handout scored 18 using the DANEH checklist.	Handout scored 17 using the DANEH checklist.	Handout scored 15-16 using the DANEH checklist.	Handout scored less than 15 using the DANEH checklist.	Incomplete or not submitted.	
Handout quality (of existing handout assessed)	DANEH score >18	Handout scored 18 using the DANEH checklist.	Handout scored 17 using the DANEH checklist.	Handout scored 15-16 using the DANEH checklist.	Handout scored less than 15 using the DANEH checklist.	Incomplete or not submitted.	
Promotion plan	Includes and exceeds rating 4 definition	Plan includes effective strategies to introduce handout to food bank and agency staff/volunteers, including specific tips for effectively using the handout. If handout was presented to staff, the presentation was clear, helpful, and well-received by staff/volunteers.	Plan includes effective strategies to introduce handout to staff/volunteers, but does not include specific tips to effectively use handout. Or, if presented to staff/volunteers, the presentation could have been more clear and but was still well-received.	Plan includes strategies to introduce handout to staff/volunteers but many strategies are not feasible/effective and/or do not include specific tips to effectively use handout. Or, if presented to staff/volunteers, the presentation could have been more clear, and was somewhat well-received.	Plan includes strategies to introduce handout to staff/volunteers but most are not feasible/effective and/or do not include specific tips. Or, if presented to staff/volunteers, the presentation was unclear and not well-received.	Incomplete or not submitted.	

Comments: _____

Activity #7

Recipe Sheet

Description

Develop one recipe sheet containing 1-3 recipes selected from food bank or other sources. Intern will use the Healthy Food Bank Hub recipe criteria to select appropriate recipes to include in recipe sheet.

Instructions

1. Intern will complete an assessment of common food products available in the food bank's inventory. If feasible, intern will meet with a Food Resources and Inventory staff member to ascertain the following: a) customary foods that the food bank distributes to its clients and agencies, b) unfamiliar foods that need extra promotion help, and c) an estimated seasonal calendar of food delivery so the intern can prepare the recipe in anticipation of receiving the food, e.g. prepare for delivery of spaghetti squash in December.
2. Intern will discuss with preceptor current availability of recipe sheets and possible gaps in recipe sheets and together will identify the desired theme of recipes for the recipe sheet.
3. If Spanish or other language is essential, identify recipes that have already been translated.
4. Intern will research existing recipes that utilize common food bank products. Examples of possible resources to use include What's Cooking? USDA's Mixing Bowl: <http://www.whatscooking.fns.usda.gov/> and Feeding America's Healthy Food Bank Hub: www.healthyfoodbankhub.org.
5. Intern will select one to three existing recipes to use on a recipe sheet. The recipe selected should be inexpensive (i.e. <\$1 per serving) using common ingredients (including foods available at the food bank) and does not require any special kitchen equipment.
6. Intern will download the Healthy Recipes Criteria posted on the Healthy Food Bank Hub: www.healthyfoodbankhub.org. The direct link is: http://healthyfoodbankhub.feedingamerica.org/wp-content/uploads/2013/10/RecipeCriteria_public_updated.pdf. Intern will use the Healthy Food Bank Recipe Criteria to assess selected recipes to include on the recipe sheet.
7. Intern will appropriately cite sources of recipes.
8. Intern will conduct nutrient analysis of recipes, using Super Tracker: <http://www.choosemyplate.gov/supertracker-tools/supertracker.html> or other Nutrition Facts generator recommended by preceptor. If space allows, include nutrient analysis on recipe sheet.
9. Intern will create one recipe sheet that includes the one to three recipes identified above.
10. The recipe sheet can be distributed to partner agencies and/or available for agencies to pick up at the food bank when they receive their product.
11. If feasible, conduct short training with agency staff with tips for effectively using the recipe sheet with food bank clients.

<p>Knowledge Statements: Core (KRD) and Concentration (FDBK)</p> <p>FDBK 6.6 Principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups who are served by the food bank, with limited funds to purchase additional food and have limited access to cooking equipment (Beyond KRD 5.1, as it is specialized)</p> <p>FDBK 6.7 Define and describe key fundamentals to effective nutrition education materials for food insecure audiences</p> <p>KRD 5.1 Principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups</p>	<p>Practice Competencies: Core (CRD) and Concentration (FDBP)</p> <p>FDBP 5.4 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals who are served by the Food Bank (developed CRD 3.6)</p> <p>FDBP 5.5 Develop strategies that support a healthy food bank environment and encourage healthy choices by food bank clients</p> <p>FDBP 5.6 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management for food bank clients (specialized and developed from CRD 3.3)</p> <p>FDBP 5.13 Create and/or adapt materials appropriate for low literacy, culturally diverse audiences</p> <p>CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management</p> <p>CRD 3.6 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals</p>
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Activity #7 Evaluation: Recipe Sheet

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Recipe criteria	Includes and exceeds rating 4 definition	Recipe(s) meet all recipe criteria used to assess recipes on the Healthy Food Bank Hub.	Recipe(s) do not meet one of the recipe criteria used to assess recipes on the Healthy Food Bank Hub.	Recipe(s) do not meet two of the recipe criteria.	Recipe(s) do not meet three or more of the recipe criteria.	Incomplete or not submitted.	
Recipe content	Includes and exceeds rating 4 definition	Consistent with the Dietary Guidelines for America. All ingredients appropriate for intended season of recipe distribution. Mainly features foods available from food bank. Costs no more than \$1 per person. Quick and easy. Offers nutrition tip and nutrient analysis.	Consistent with the Dietary Guidelines, but does not meet one or two of the qualities described in rating 4 definition.	Missing more than two of the qualities described in rating 4 definition, or is not consistent with the Dietary Guidelines.	Inaccurate information.	Incomplete or not submitted.	
Organization	Includes and exceeds rating 4 definition	Has short descriptive title. Ingredients are listed in the order they will be used. States expected yield in number and size of servings. Instructions follow ingredients. Each preparation step is numbered. Pan sizes, cooking time and temperature are specified.	Clearly organized, but missing descriptive title, or recipe yield and size of servings, or a specific preparation instruction.	Somewhat organized, but flow from is confusing; or more than one of the standards in #4 is missing.	Poorly organized; flow is confusing; two or more of the standards in number 4 are missing.	Incomplete or not submitted.	
Layout	Includes and exceeds rating 4 definition	Legible and well-spaced with ample white space. Graphics support the text. Measurements are spelled out, not abbreviated. Picture of completed recipe or very similar product. If using nutrition facts, they are displayed very clearly and are easy to understand.	Does not meet one of the qualities described in rating 4 definition.	Does not meet two of the qualities described in rating 4 definition.	Format is very cluttered; difficult to follow flow; little white space; no graphics.	Incomplete or not submitted.	

Comments: _____

Activity #8

Advocacy Tools

Description

Design an advocacy tool to assist the food bank in responding to legislation (local, state, or federal) that benefits food banks, their agencies and their clients.

Instructions

1. Preceptor will orient intern about advocacy efforts at the food bank. Preceptor will share advocacy plan or other advocacy tools that the food bank has developed.
2. Intern will identify legislators serving the community where the food bank and clientele reside. Resources may include:
 - <https://www.govtrack.us/congress/members/map>
 - <https://www.opencongress.org/people/zipcodelookup>
 - <http://www.house.gov/representatives/find/>
 - <https://www.govtrack.us/congress/members>
3. Intern will review information about advocacy on Feeding America's website: <http://www.feedingamerica.org/take-action/advocate/>. Intern will also sign on to Feeding America's Hungernet through the preceptor and research materials available in the Legislation and Advocacy sections. If possible, the intern could participate on or listen to a previously recorded legislative webinar.
4. Intern will learn about the Academy of Nutrition and Dietetics Political Action Committee: <http://www.eatrightpro.org/resources/advocacy/andpac>.
5. The intern will discuss with preceptor possible issues to address and advocacy tools that may be useful for the food bank. Intern will research the issue, write a short, well-organized document, receive feedback from preceptor (and/or other food bank staff addressing advocacy), and complete a final document.

Examples of advocacy tools include the following:

 - Identify a specific area of current legislation and develop a plan to increase awareness. Intern will contact legislator via phone or email.
 - Complete a literature review on a specific area of current legislation that the food bank could share with partners.
 - Develop sample communications around specific area of current legislation that could be used by partner staff or volunteers.
 - One-page position paper that can serve as a leave-behind at a legislative visit (Example: Child Hunger Fact Sheet: <http://www.feedingamerica.org/hunger-in-america/impact-of-hunger/child-hunger/child-hunger-fact-sheet.html>).
 - Support letter template that food bank supporters can send to legislators (Example: Child Hunger Letter to Congress: https://secure.feedingamerica.org/site/Advocacy?cmd=display&page=UserAction&id=221&s_src=W154REFER&s_referrer=www.feedingamerica.org%2ftake-action%2F&s_subsrc=http%3A%2F%2Fwww.feedingamerica.org%2ftake-action%2F&_ga=1.183080096.743257052.1410959898).

Knowledge Statements: Core (KRD) and Concentration (FDBK)

FDBK 6.4 Identify and describe the ordinances and bills at the local, state, and federal levels that influence the operation or resources of food banks.

FDBK 6.8 Define and describe nutritional needs of food insecure populations

KRD 2.1 Variety of communication skills sufficient for entry into pre-professional practice

KRD 3.2 Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention

KRD 4.3 Fundamentals of public policy, including the legislative and regulatory basis of dietetics practice

Practice Competencies: Core (CRD) and Concentration (FDBP)

FDBP 5.10 Participate in public policy activities, including both legislative and regulatory initiatives **that benefit food banks** (specialized and developed from CRD 4.3)

CRD 1.3 Justify programs, products, services and care using appropriate evidence or data

CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings

CRD 2.8 Apply leadership skills to achieve desired outcomes

CRD 2.11 Demonstrate professional attributes within various organizational cultures

CRD 4.3 Participate in public policy activities, including both legislative and regulatory initiatives

Activity #8 Evaluation: Advocacy Tools

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Current legislation assessment	Includes and exceeds Rating 4 definition	Assessment of the status of the current legislation and how it impacts the food bank is relevant, complete, accurate and current. Sources for each topic are included and all supporting documents provided.	Assessment is relevant, accurate and current. However, one or more sources may be missing or inaccurate.	Assessment is relevant and accurate but the most important issues not clearly identified. Incomplete sources and/or supporting documents provided.	Assessment is out of date or missing key information and/or shows a lack of understanding of legislative issues that impact food banks/clients.	Incomplete or not submitted.	
Advocacy plan	Includes and exceeds Rating 4 definition	The plan includes feasible strategies to educate members of Congress. The plan clearly identifies how to contact members of Congress. The plan addresses key messages to promote.	The plan includes strategies to educate Congress but might be unrealistic, and/or is missing one quality from rating 4 definition.	The plan is missing two qualities from rating 4 definition.	The plan is inaccurate, not feasible, or out of date.	Incomplete or not submitted	

Comments: _____

Activity #9

Co-Branding Strategy

Description

Design a plan to pair two products or services that will benefit food bank clients, as well as the two products or services being co-branded.

Examples of co-branding **services**:

- **Food bank/pantry** and **medical center** team up to provide medical screening at a food distribution
- **Food bank/pantry** and a **local farmer** connect to provide gleaned produce to families
- **Food bank/pantry** and a **food manufacturer** (i.e. of cheese, cereal, pasta, etc.) do a special promotion with a food demonstration
- **Food bank/pantry** and a **summer feeding program** promote upcoming programs
- **Food bank/pantry** and the **Great American Milk Drive** together request donations from the community and educate clients about the benefits of dairy
- **Food bank/pantry** and **school district** promote **National Free & Reduced School Meals Program** and encourage families to apply (or, **food bank/pantry** and **school district** promote **school breakfast**, etc.)

Examples of co-branding **products**:

- Promote a **high inventory product** with **health benefits**, for example:
 - Promote **cereal** and messaging about the **importance of breakfast**
 - Promote **raisins** and messaging about **healthy snacking**
 - Promote **canned vegetables** and messaging and recipes for **making soups**
- Promote **National calendar events**: <http://healthfinder.gov/nho/> (i.e. National Hunger Month, National Nutrition Month, National Heart Health Month, etc.) and **specific foods** appropriate to promote during those time periods

Instructions

1. Preceptor will schedule an introductory meeting with the Procurement Director of the food bank. The objectives of the meeting are to introduce the intern to the procurement/inventory control department, review usage records, gather information regarding the current and projected inventory, and discuss any potential product pairings for the new plan.
2. If applicable, preceptor will schedule an introductory meeting with the communications department at the food bank. Intern will discuss ideas for promoting the co-branding strategy with contact person.
3. If applicable, preceptor will schedule an introductory meeting with the food pantry where the co-branding activity will take place.
4. Intern will begin an assessment of the current and projected inventory and meet with preceptor to discuss potential ideas. This includes considering the current services and the resources required to complete the work.
5. The intern and preceptor will discuss and determine which products/services the final co-branding strategy will include.
6. Intern will develop a tool to evaluate the success of the co-branding strategy.

7. Intern will draft a proposed plan for review by the preceptor, including project description, communication plan (including social media), timeline, and budget (if necessary).
8. Intern will implement plan. If time does not allow for intern to complete full plan, preceptor will determine plan for completion.
9. Intern will prepare a report of co-branding strategy, key findings, and learnings and recommendations for future co-branding plans.

Knowledge Statements: Core (KRD) and Concentration (FDBK)

FDBK 6.1 Define and describe a food bank market analysis (Beyond KRD 4.1, as it is specialized)
 FDBK 6.8 Define and describe nutritional needs of food insecure populations
 KRD 2.1 Variety of communication skills sufficient for entry into pre-professional practice
 KRD 3.2 Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention
 KRD 4.1 Management and business theories and principles required to deliver programs and services
 KRD 4.2 Quality management and business theories and principles required to deliver programs and services

Practice Competencies: Core (CRD) and Concentration (FDBP)

FDBP 5.1 Conduct **food bank** feasibility studies for products, programs or services with consideration of costs and benefits (developed CRD 4.8)
 FDBP 5.2 Develop a **food bank** plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies (developed 4.10)
 FDBP 5.3 Coordinate **food bank** procurement, production, distribution and service of goods and services (developed CRD 3.5)
 FDBP 5.5 Develop strategies that support a healthy food bank environment and encourage healthy choices by food bank clients
 FDBP 5.6 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management for **food bank clients** (specialized and developed from CRD 3.3)
 FDBP 5.14 Effectively use technology in providing nutrition education for food bank clients or staff/volunteers
 CRD 1.3 Justify programs, products, services and care using appropriate evidence or data
 CRD 2.2 Demonstrate professional writing skills
 CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings
 CRD 2.8 Apply leadership skills to achieve desired outcomes
 CRD 2.9 Participate in professional and community organizations
 CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.
 CRD 2.11 Demonstrate professional attributes within various organizational cultures
 CRD 2.13 Demonstrate negotiation skills
 CRD 3.2 Demonstrate effective communication skills for customer services in a variety of formats
 CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management
 CRD 3.5 Coordinate procurement, production, distribution and service of goods and services
 CRD 4.1 Participate in management of human resources
 CRD 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits
 CRD 4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing need, equipment and supplies

Activity #9 Evaluation: Co-Branding Strategy

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Inventory assessment	Includes and exceeds Rating 4 definition	Assessment is accurate and current, includes all key elements. The assessment is thorough.	Assessment is accurate and current, includes most of the key elements. The assessment is fairly thorough.	Assessment is accurate and current, however, it does not meet the requirement for relevance or completeness.	Information is inaccurate and/or outdated data.	Incomplete or not submitted.	
Paired products or services	Includes and exceeds Rating 4 definition	Two products or services are paired and co-branded. The purpose of the pairing is clear and appropriate, based on the results of the inventory assessment.	Two products or services are paired and co-branded and purpose is clear and appropriate. Selection is not based on inventory assessment results.	Two products or services are paired and co-branded, however the purpose is not clear and appropriate.	Two products or services are paired and co-branded, however purpose is not clear or appropriate. Lacks understanding of co-branding strategies.	Incomplete or not submitted.	
Measurement of pairing's effectiveness	Includes and exceeds Rating 4 definition	Provides more than one method to measure pairing's effectiveness. Method is clear, appropriate, feasible and will likely result in meaningful feedback.	Provides more than one method to measure pairing's effectiveness. Evaluation method will likely result in meaningful feedback, however is not written clearly.	Provides method to measure pairing's effectiveness. Method may be clear but not appropriate or feasible and may provide some meaningful feedback.	Provides method to measure pairing's effectiveness. Method is not clear, appropriate, or feasible will not provide meaningful feedback.	Incomplete or not submitted.	
Co-branding strategy plan	Includes and exceeds Rating 4 definition	Proposed plan includes detailed project description, clear communication plan (including social media), detailed timeline, evaluation plan, and detailed budget with justification (if necessary).	Co-branding strategy plan is missing one quality of rating 4 definition, or is somewhat lacking in important details.	Co-branding strategy plan is missing two qualities of rating 4 definition, or lacking in important details.	Co-branding strategy plan is not clear and is missing many important details.	Incomplete or not submitted.	

Comments: _____

Activity #10

Nudges

Description

Develop an environmental cue (“nudge”) such as signage, colors, packaging, product display, product pairing, and product placement to encourage healthy food selection. See Strategies and Nudges on Feeding America’s Healthy Food Bank Hub at:

<http://healthyfoodbankhub.feedingamerica.org/nudges/>

- Examples for a food bank (and/or client-choice facility):
 - Produce displays in the warehouse.
 - Paint shelving units (or put up colored signs) to correspond with colors of MyPlate and sort products according to food group.
 - Use color coordinated stickers to match MyPlate colors and place on each item from the different food groups.
 - Create produce stand and/or end-cap like display and use to:
 - Display fresh produce
 - Promote a product that is in abundance
 - Feature an uncommon food item and provide a recipe to go along
 - Display a few items together that would make a quick and easy meal and provide recipe
 - Recipes available at point of selection at a food pantry that incorporate food bank items.
- Examples for child feeding program:
 - MyPlate posters and information at an on-site feeding program.
 - Convenient placement of fruits, vegetables, and low-fat dairy.
 - Attractive containers (i.e. baskets and/or colorful buckets) for fresh fruits and vegetables.

Instructions

1. Intern will research “nudge” strategies by visiting the section on nudges on Feeding America’s Healthy Food Bank Hub at: <http://healthyfoodbankhub.feedingamerica.org/nudges/>. Additionally, intern will research “Smarter Lunchrooms Movement” at: <http://smarterlunchrooms.org/> for ideas for incorporating nudges into child feeding sites.
2. Preceptor will describe any current or past nudges previously used at the food bank, a food pantry, or child feeding site. Preceptor and intern will determine if new nudge should be created for food bank, a food pantry, or child feeding site (i.e. afterschool program or summer feeding program). Preceptor will connect intern with appropriate contact person to work with to incorporate nudge. Preceptor will inform intern if nudges need to meet certain budget guidelines.

3. After researching nudges, intern will propose nudge ideas at location determined with preceptor. Preceptor will decide which nudge the intern should pursue.
4. Intern will present nudge concept to contact person and together will develop implementation plan.
5. If feasible, intern will develop a tool to evaluate the success of the nudge.
6. Intern will develop and implement nudge. Intern will document process and submit to preceptor for other agencies to replicate. If feasible, intern will share the nudge concept and outcomes of implementing the nudge with other agencies and encourage them to adopt.

Knowledge Statements: Core (KRD) and Concentration (FDBK)

FDBK 6.6 Principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups **who are served by the food bank, with limited funds to purchase additional food and have limited access to cooking equipment** (Beyond KRD 5.1, as it is specialized)

FDBK 6.7 Define and describe key fundamentals to effective nutrition education materials for food insecure audiences

KRD 2.1 Variety of communication skills sufficient for entry into pre-professional practice

KRD 3.2 Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention

KRD 3.3 Education and behavior change theories and techniques

KRD 4.2 Quality management of food and nutrition services

KRD 5.1 Principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups

Practice Competencies: Core (CRD) and Concentration (FDBP)

FDBP 5.5 Develop strategies that support a healthy food bank environment and encourage healthy choices by food bank clients

FDBP 5.6 – Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management for **food bank clients** (specialized and developed from CRD 3.3)

FDBP 5.12 Analyze quality, financial or productivity data and develop a plan for intervention **that improves the nutritional quality of foods provided to clients** (specialized and developed from CRD 4.6)

FDBP 5.13 Create and/or adapt materials appropriate for low literacy, culturally diverse audiences

CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives

CRD 1.3 Justify programs, products, services and care using appropriate evidence or data

CRD 1.4 Evaluate emerging research for application in dietetics practice

CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings

CRD 2.8 Apply leadership skills to achieve desired outcomes

CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.

CRD 2.11 Demonstrate professional attributes within various organizational cultures

CRD 3.2 Demonstrate effective communication skills for customer services in a variety of formats

CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management

Activity #10 Evaluation: Nudges

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Nudge ideas	Includes and exceeds rating 4 definition	Thoughtful consideration of nudges included research of nudges on the Hub. Top three recommended nudges were appropriate.	Somewhat limited research of nudges. Top three recommended nudges were appropriate.	Limited research of nudges. Some of three recommended nudges were appropriate.	Little to no research of nudges. Recommended nudges were inappropriate and needed improvement.	Incomplete or not submitted.	
Implementation plan	Includes and exceeds rating 4 definition	The implementation plan is thorough and clear. Includes a detailed description of the process. The Nudge implementation plan will help make repeating the nudge in the future easier.	The implementation plan is missing one quality from rating 4 definition.	The implementation plan is missing two qualities from rating 4 definition.	The implementation plan is not thorough or clear and will not help make repeating the nudge in the future easier.	Incomplete or not submitted.	
Organization	Includes and exceeds rating 4 definition	Nudge was organized in advance and set-up well, materials/visuals were well-done, and set up at least 30 minutes prior to participants arriving.	Nudge organization is missing one quality from rating 4 definition.	Nudge organization is missing two qualities from rating 4 definition.	The Nudge was disorganized.	Incomplete or not submitted.	
Nudge display (if applicable)	Includes and exceeds rating 4 definition	Display catches the eye, enhances understanding, and is clear in its purpose for promoting an item or behavior. It adds interest.	Nudge display is missing one quality from rating 4 definition.	Nudge display is missing two qualities from rating 4 definition.	The nudge display did not meet most of the qualities from rating 4 definition.	Incomplete or not submitted.	

Comments: _____

Activity #11

Diabetes Class

Description

Present and evaluate a class on maintaining a healthy glucose level for food bank clients with diabetes at an agency (food pantry, soup kitchen, etc.) or other organization (i.e. Senior Center). Utilize interactive education techniques such as group activities and hands-on demonstrations. Intern will use existing diabetes class materials, unless the rotation length allows time for intern to develop new diabetes class materials.

Instructions

1. Preceptor will make prior arrangements with a food pantry, partner agency or community organization for the dates and times for intern to teach the series. The partner agency or community organization will identify a group of clients interested in participating in the series. NOTE: Alternatively, if appropriate for audience, intern can teach clients waiting in line at a designated food distribution site.
2. Intern will review diabetes education resources at Feeding America's Healthy Food Bank Hub website www.healthyfoodbankhub.org or existing diabetes lessons from food bank and/or other sources. The type of presentation given should take into consideration the: target audience, location/setting of presentation, and time constraints that may be associated with place of delivery. To be effective, interns may need to be flexible and creative in messages and delivery.
3. Intern will research current recommendations for maintaining a healthy blood glucose level.
4. Intern will plan a diabetes class based on the lesson selected and consider if a food demonstration is feasible to incorporate into the lesson, using foods available at the food bank.
5. If a cooking demonstration is possible, intern will select a recipe associated with the lesson selected, from the Healthy Food Bank Hub website, or one from the food bank to demonstrate in lesson. The recipe selected should be inexpensive (i.e. <\$1 per serving) using common ingredients (including foods available at the food bank) and does not require any special kitchen equipment. The recipe should be simple to prepare.
6. If distributing food samples to clients, preparation of food samples must be done following the regulations of the local county health department.
7. If intern develops or revises a handout for the nutrition or cooking program, intern will download the checklist tool, Developing and Assessing Nutrition Education Handouts (DANEH) on the Healthy Food Bank Hub www.healthyfoodbankhub.org. Direct link to DANEH is <http://healthyfoodbankhub.feedingamerica.org/?resources=nutrition-education-handout-checklist>. Intern will thoroughly review the DANEH criteria and use the criteria to develop a handout, if applicable.
8. Conduct pre- and post-tests (develop new or use existing) for the class to assess delivery of presentation, changes in knowledge and future

<p>topics of interest.</p> <p>9. Refer participants to health care providers for concerns beyond your scope of practice or expertise. Be prepared to refer participants for no- or low-cost services available to food bank clients.</p> <p>10. If not already available, intern will construct a resource kit so that this activity is easily replicated by others in the future. Include outlines, resources, evaluations, handouts, key contacts and any suggestions for improvements.</p>	
<p>Knowledge Statements: Core (KRD) and Concentration (FDBK)</p> <p>FDBK 6.7 Define and describe key fundamentals to effective nutrition education materials for food insecure audiences</p> <p>KRD 2.2 The curriculum must provide principles and techniques of effective counseling methods</p> <p>KRD 2.3 Understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings</p> <p>KRD 3.1 Principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation</p> <p>KRD 3.2 Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention</p> <p>KRD 3.3 Education and behavior change theories and techniques</p>	<p>Practice Competencies: Core (CRD) and Concentration (FDBP)</p> <p>FDBP 5.6 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management for food bank clients (specialized and developed from CRD 3.3)</p> <p>FDBP 5.7 Refer clients to other professionals and services when needs are beyond individual scope of practice that are accessible and available to food bank clientele (specialized and developed from CRD 2.7)</p> <p>FDBP 5.8 Provide effective adult education for large groups of food bank clients, including strong public speaking, teaching, and cooking skills</p> <p>FDBP 5.13 Create and/or adapt materials appropriate for low literacy, culturally diverse audiences</p> <p>CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives</p> <p>CRD 2.3 Design, implement and evaluate presentations to a target audience</p> <p>CRD 2.4 Use effective education and counseling skills to facilitate behavior change</p> <p>CRD 2.7 Refer clients to other professionals and services when needs are beyond individual scope of practice</p> <p>CRD 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</p> <p>CRD 3.2 Demonstrate effective communication skills for customer services in a variety of formats</p> <p>CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management</p> <p>CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends</p>

Activity #11 Evaluation: Diabetes Class

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Presentation content (if intern created presentation)	Includes and exceeds rating 4 definition	Information is relevant, complete, accurate, current, and promotes health issue for target audience. High quality supporting materials (visuals, handouts, pre/posts, resource guide, etc.)	Information is relevant, current and accurate. However, additional unnecessary info provided. Supporting materials missing or not high in quality.	Information is relevant and accurate but does not address key messages related to health behavior. Supporting materials missing or lacking in quality.	Information is inaccurate and/or incomplete. Supporting documents incomplete.	Incomplete or not submitted.	
Appropriateness for audience	Includes and exceeds rating 4 definition	Presented clearly and used language appropriate for the audience (i.e. use of simple/common words, limited use of jargon, and acronyms). If cooking demo was performed, used appropriate food/recipe selection for audience.	Presented clearly but used words that are not familiar to the audience. Or, if cooking demo was performed, used food/recipe not ideal for audience.	Presentation not cohesive but information presented is accurate. Or, if cooking demo was performed, used food/recipe not appropriate for audience.	Presentation not cohesive and inaccurate. Or, if cooking demo was performed, used food/recipe not appropriate for audience.	Incomplete or not submitted.	
Delivery of message	Includes and exceeds rating 4 definition	Holds attention of audience with eye contact, seldom looking at notes or reading from slides. Speaks with fluctuation in volume and inflection. Engaging and interactive with audience as appropriate. Appropriate use of body language and hand gestures.	Lacking in one of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in two of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in three or more of the qualities described in rating 4 definition. No audience engagement.	Incomplete or not delivered.	
Handout quality (if created/ revised)	DANEH score >18	Handout scored 18 using the DANEH checklist.	Handout scored 17 using the DANEH checklist.	Handout scored 15-16 using the DANEH checklist.	Handout scored less than 15 using the DANEH checklist.	Incomplete or not submitted.	

Comments: _____

Activity #12	
SNAP Outreach Tools	
Description	Identify one tool to help food bank clients be more informed about USDA’s Supplemental Nutrition Assistance Program (SNAP) and/or help clients enroll in SNAP.
Instructions	<ol style="list-style-type: none"> 1. If the food bank has a SNAP outreach plan, preceptor will schedule an introductory meeting with appropriate staff to provide the intern with background information about the plan and to provide input regarding the type of SNAP outreach tools that would be beneficial to the food bank. 2. Learn more about SNAP: <ul style="list-style-type: none"> • Read about the importance of SNAP Outreach on Feeding America’s Hungernet • Building Healthy America profile: http://www.fns.usda.gov/building-healthy-america-profile-supplemental-nutrition-assistance-program • Center on Budget and Policy Priorities: http://www.cbpp.org/cms/index.cfm?fa=view&id=2226 USDA’s SNAP Outreach Guidance http://www.fns.usda.gov/outreach/state-outreach-plan-guidance 3. Through a case scenario, intern will understand the steps one must complete in order to apply and receive SNAP benefits. Intern will go through the process of looking in to applying: http://www.fns.usda.gov/snap/apply. Intern will write a summary of their experience, including how to complete the application (is it online and/or on paper), what language(s) is the application available in, were there questions that were hard to understand, when/where to submit the applications, what are the next steps, how much could they receive, what are the eligibility guidelines, how long does it take to receive benefits, what can they purchase, etc. 4. Intern will work with preceptor and/or SNAP outreach staff to identify one SNAP outreach tool to help food bank clients be more informed about SNAP and/or help clients enroll in SNAP. <p>Examples:</p> <ul style="list-style-type: none"> • Identify SNAP outreach materials developed by USDA, Feeding America, and/or other agencies that would be helpful for the food bank to distribute; coordinate translation if appropriate for food bank clients • Create a flyer alerting food bank clients about possible eligibility for food stamps Create talking points for food bank staff and volunteers to use to educate immigrants that they or their children may be eligible for SNAP and it doesn’t affect their application for citizenship

Knowledge Statements: Core (KRD) and Concentration (FDBK)	Practice Competencies: Core (CRD) and Concentration (FDBP)
<p>FDBK 6.2 Define and describe food bank operations and services. (Beyond KRD 4.1, as it is specialized)</p> <p>FDBK 6.3 Define and describe basic accounting practices needed to provide cost effective food bank services. (Beyond KRD 4.1, as it is specialized)</p> <p>KRD 2.1 Variety of communication skills sufficient for entry into pre-professional practice</p> <p>KRD 3.2 Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention</p> <p>KRD 4.1 Management and business theories and principles required to deliver programs and services</p> <p>KRD 5.3 Concepts of human behavior and diversity, such as psychology, sociology or anthropology</p>	<p>FDBP 5.2 Develop a food bank plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies (developed 4.10)</p> <p>FDBP 5.5 Develop strategies that support a healthy food bank environment and encourage healthy choices by food bank clients</p> <p>FDBP 5.6 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management for food bank clients (specialized and developed from CRD 3.3)</p> <p>CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives</p> <p>CRD 1.3 Justify programs, products, services and care using appropriate evidence or data</p> <p>CRD 2.2 Demonstrate professional writing skills</p> <p>CRD 4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing need, equipment and supplies</p>

Activity #12 Evaluation: SNAP Outreach Tools

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Assessment	Includes and exceeds rating 4 definition	Assessment includes a thorough summary of SNAP, statewide data collection (i.e. demographics, food insecurity measures, and SNAP participation and gaps), and a summary of impact of food bank SNAP Outreach in service area. Assessment includes at least three feasible activities that the food bank can perform as part of the SNAP outreach plan.	Assessment has minor gaps in information, but not missing key data.	Written without clear insights into SNAP or the importance of food banks performing SNAP outreach.	Missing 2 or more elements of the assessment.	Incomplete or not submitted.	
SNAP outreach tool	Includes and exceeds rating 4 definition.	Final product has minimal grammatical, spelling, or punctuation errors. Style is consistent throughout.	Final product has some minor grammatical, spelling, or punctuation errors. Style is mostly consistent throughout.	Final product has some important grammatical, spelling, or punctuation errors. Style is mostly consistent throughout.	Final product has many grammatical, spelling, or punctuation errors. Style is not consistent throughout.	Incomplete or not submitted.	

Comments: _____

Appendices

Appendix A Competency Checklists

Appendix B Activity Evaluations

Appendix A

Competency Checklists:

Knowledge Statements: Core (KRD) and Concentration (FDBK)

Practice Competencies: Core (CRD) and Concentration (FDBP)

Appendix A

Competency Checklist:

Knowledge Statements: Core (KRD) and Concentration (FDBK)

Competency Code	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Activity 7	Activity 8	Activity 9	Activity 10	Activity 11	Activity 12
FDBK 6.1									X			
FDBK 6.2		X										X
FDBK 6.3												X
FDBK 6.4		X						X				
FDBK 6.5				X								
FDBK 6.6	X		X		X	X	X			X		
FDBK 6.7					X	X	X			X	X	
FDBK 6.8	X	X				X		X	X			
KRD 2.1	X	X	X	X	X	X		X	X	X		X
KRD 2.2			X								X	
KRD 2.3											X	
KRD 3.1											X	
KRD 3.2	X	X	X	X	X	X		X	X	X	X	X
KRD 3.3	X		X			X				X	X	
KRD 4.1		X		X					X			X
KRD 4.2		X		X	X				X	X		
KRD 4.3		X						X				
KRD 5.1	X				X		X			X		
KRD 5.3												X

Knowledge Statements: Core (KRD) and Concentration (FDBK)

FDBK 6.1 Define and describe a food bank market analysis (Beyond KRD 4.1, as it is specialized)

FDBK 6.2 Define and describe food bank operations and services. (Beyond KRD 4.1, as it is specialized)

FDBK 6.3 Define and describe basic accounting practices needed to provide cost effective food bank services. (Beyond KRD 4.1, as it is specialized)

FDBK 6.4 Identify and describe the ordinances and bills at the local, state, and federal levels that influence the operation or resources of food banks.

FDBK 6.5 Identify proper storage conditions and timelines for food banks

FDBK 6.6 Principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups **who are served by the food bank, with limited funds to purchase additional food and have limited access to cooking equipment** (Beyond KRD 5.1, as it is specialized)

FDBK 6.7 Define and describe key fundamentals to effective nutrition education materials for food insecure audiences

FDBK 6.8 Define and describe nutritional needs of food insecure populations

KRD 2.1 Variety of communication skills sufficient for entry into pre-professional practice

KRD 2.2 The curriculum must provide principles and techniques of effective counseling methods

KRD 2.3 Understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in

various practice settings

KRD 3.1 Principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation

KRD 3.2 Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention

KRD 3.3 Education and behavior change theories and techniques

KRD 4.1 Management and business theories and principles required to deliver programs and services

KRD 4.2 Quality management of food and nutrition services

KRD 4.3 Fundamentals of public policy, including the legislative and regulatory basis of dietetics practice

KRD 5.1 Principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups

KRD 5.3 Concepts of human behavior and diversity, such as psychology, sociology or anthropology

Competency Checklist: Practice Competencies: Core (CRD) and Concentration (FDBP)

Competency Code	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Activity 7	Activity 8	Activity 9	Activity 10	Activity 11	Activity 12
FDBP 5.1									X			
FDBP 5.2									X			X
FDBP 5.3									X			
FDBP 5.4	X				X		X					
FDBP 5.5	X			X			X		X	X		X
FDBP 5.6	X	X	X		X	X	X		X	X	X	X
FDBP 5.7			X								X	
FDBP 5.8			X								X	
FDBP 5.9	X			X								
FDBP 5.10								X				
FDBP 5.11		X		X								
FDBP 5.12										X		
FDBP 5.13	X		X		X	X	X			X	X	
FDBP 5.14				X					X			
FDBP 5.15					X							
CRD 1.1					X					X	X	X
CRD 1.3		X						X	X	X		X
CRD 1.4		X								X		
CRD 2.2		X	X			X			X			X
CRD 2.3			X	X							X	
CRD 2.4			X		X						X	
CRD 2.5								X	X	X		
CRD 2.7											X	
CRD 2.8		X		X				X	X	X		
CRD 2.9									X			
CRD 2.10				X					X	X		

Competency Code	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Activity 7	Activity 8	Activity 9	Activity 10	Activity 11	Activity 12
CRD 2.11	X		X	X				X	X	X		
CRD 2.13									X			
CRD 3.1											X	
CRD 3.2			X	X					X	X	X	
CRD 3.3			X	X		X	X		X	X	X	
CRD 3.4			X	X		X					X	
CRD 3.5									X			
CRD 3.6	X						X					
CRD 4.1									X			
CRD 4.2				X								
CRD 4.3		X						X				
CRD 4.7				X								
CRD 4.8									X			
CRD 4.10									X			X

Practice Competencies: Core (CRD) and Concentration (FDBP)

FDBP 5.1 Conduct **food bank** feasibility studies for products, programs or services with consideration of costs and benefits (developed CRD 4.8)

FDBP 5.2 Develop a **food bank** plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies (developed 4.10)

FDBP 5.3 Coordinate **food bank** procurement, production, distribution and service of goods and services (developed CRD 3.5)

FDBP 5.4 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals **who are served by the Food Bank** (developed CRD 3.6)

FDBP 5.5 Develop strategies that support a healthy food bank environment and encourage

healthy choices by food bank clients

FDBP 5.6 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management for **food bank clients** (specialized and developed from CRD 3.3)

FDBP 5.7 Refer clients to other professionals and services when needs are beyond individual scope of practice **that are accessible and available to food bank clientele** (specialized and developed from CRD 2.7)

FDBP 5.8 Provide effective adult education for large groups of food bank clients, including strong public speaking, teaching, and cooking skills

FDBP 5.9 Utilize effective education methods with interdisciplinary colleagues regarding food insecurity and health

FDBP 5.10 Participate in public policy activities, including both legislative and regulatory initiatives **that benefit food banks** (specialized and developed from CRD 4.3)

FDBP 5.11 Develop internal food bank policies to promote the health and well-being of food bank clients (specialized and developed from CRD 4.3)

FDBP 5.12 Analyze quality, financial or productivity data and develop a plan for intervention **that improves the nutritional quality of foods provided to clients** (specialized and developed from CRD 4.6)

FDBP 5.13 Create and/or adapt materials appropriate for low literacy, culturally diverse audiences

FDBP 5.14 Effectively use technology in providing nutrition education for food bank clients or staff/volunteers

FDBP 5.15 Conduct effective food demonstrations with consideration of recipe cost, food

availability, and ease of preparation for food bank clients

CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives

CRD 1.3 Justify programs, products, services and care using appropriate evidence or data

CRD 1.4 Evaluate emerging research for application in dietetics practice

CRD 2.2 Demonstrate professional writing skills

CRD 2.3 Design, implement and evaluate presentations to a target audience

CRD 2.4 Use effective education and counseling skills to facilitate behavior change

CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings

CRD 2.7 Refer clients to other professionals and services when needs are beyond individual scope of practice

CRD 2.8 Apply leadership skills to achieve desired outcomes

CRD 2.9 Participate in professional and community organizations

CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.

CRD 2.11 Demonstrate professional attributes within various organizational cultures

CRD 2.13 Demonstrate negotiation skills

CRD 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings

CRD 3.2 Demonstrate effective communication skills for customer services in a variety of formats

CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management

CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends

CRD 3.5 Coordinate procurement, production, distribution and service of goods and services

CRD 3.6 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

CRD 4.1 Participate in management of human resources

CRD 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food

CRD 4.3 Participate in public policy activities, including both legislative and regulatory initiatives

CRD 4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment

CRD 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits

CRD 4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing need, equipment and supplies

Appendix B

Activity Evaluations

Activity #1 Evaluation: Healthy Food Access

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Market basket assessment summary	Includes and exceeds rating 4 definition.	Suggested food items, pairings of food items, and/or healthy recipes using food bank food items are culturally appropriate and expect to be well-accepted by clients. Assessment is complete with comparison of the availability, cost, and quality of foods.	Market basket assessment summary is missing one quality from rating 4 definition.	Market basket assessment summary is missing two qualities from rating 4 definition.	Market basket assessment is missing most qualities from rating 4 definition.	Incomplete or not submitted.	
Summary mechanics and organization	Includes and exceeds rating 4 definition.	Clearly organized; flows well; free of grammatical, spelling or punctuation errors; report is not too lengthy while at the same time sufficiently covers all content.	Clearly organized; flows well. However, could use more editing; no grammatical, spelling or punctuation errors grammatical; report length needs some editing.	One or more errors in one category: grammar, spelling, punctuation, length of report or sentence formation. Organization needs much editing.	Errors in two or more categories: grammar, spelling, punctuation, length of report or sentence formation. Organization is poor and needs extensive editing.	Incomplete or not submitted.	

Comments: _____

Activity #2 Evaluation: Donation List or Policy

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Background research and interviews about donation list or policy	Includes and exceeds rating 4 definition	Thoughtful consideration of donations list or policy included thorough research and interviews. Summary of information and recommendations were appropriate and contributed valuable suggestions.	Somewhat limited research or interviews. Summary and recommendations were appropriate.	Limited research or interviews. Some recommendations needed improvement.	Little to no research or interviews. Recommendations were inappropriate.	Incomplete or not submitted.	
Donation list or policy-project organization	Includes and exceeds rating 4 definition.	Project is organized in a way that enhances understanding and work plan is appropriately prioritized. Demonstrates understanding of workflow process.	More organization is needed to enhance understanding.	Work plan not appropriately prioritized. Needs assistance in understanding workflow process.	Project is disorganized and work plan is not appropriately prioritized. Unable to understand workflow process.	Incomplete or not submitted	
Donation list or policy-content	Includes and exceeds rating 4 definition.	Final product is complete. Recommendations are consistent with US Dietary Guidelines. Content is realistic and appropriate.	Final product is consistent with US Dietary Guidelines, but some of the content may not be realistic.	Final product is consistent with US Dietary Guidelines, but content is inappropriate.	Final product is not consistent with US Dietary Guidelines and content is inappropriate.	Incomplete or not submitted	
Donation list or policy-Grammar	Includes and exceeds rating 4 definition.	Final product has minimal grammatical, spelling, or punctuation errors. Style is consistent throughout.	Final product has some minor grammatical, spelling, or punctuation errors. Style is mostly consistent throughout.	Final product has some important grammatical, spelling, or punctuation errors. Style is mostly consistent throughout.	Final product has many grammatical, spelling, or punctuation errors. Style is not consistent throughout.	Incomplete or not submitted	

Comments: _____

Activity #3 Evaluation: Store Tour

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Organization	Includes and exceeds rating 4 definition	Tour and materials are clearly organized. Participants are engaged. Good management of group.	Clearly organized but improvements could be made to enhance engaging the audience. Good management of group.	Somewhat organized, but flow of information is confusing. Fair management of the group.	Poorly organized; flow is confusing. Poor management of the group.	Incomplete or not delivered.	
Cultural sensitivity	Includes and exceeds rating 4 definition	Store tour messages (and foods/recipes tasted, if applicable) are culturally appropriate.	Store tour messages (and foods/recipes tasted, if applicable) have some cultural relevance but could use more.	Store tour messages (and foods/recipes tasted, if applicable) contained very little cultural relevance.	Store tour messages (and foods/recipes tasted, if applicable) have no cultural relevance.	Incomplete or not delivered.	
Delivery of message	Includes and exceeds rating 4 definition	Holds attention of audience with eye contact, seldom looking at notes or reading from slides. Speaks with fluctuation in volume and inflection. Engaging and interactive with audience as appropriate. Appropriate use of body language and hand gestures.	Lacking in one of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in two of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in three or more of the qualities described in rating 4 definition. No audience engagement.	Incomplete or not delivered.	
Handout quality (if created/ revised)	DANEH score >18	Handout scored 18 using the DANEH checklist.	Handout scored 17 using the DANEH checklist.	Handout scored 15-16 using the DANEH checklist.	Handout scored less than 15 using the DANEH checklist.	Incomplete or not submitted.	

Comments: _____

Activity #4 Evaluation: Food Safety Staff Training

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Presentation content (if intern created presentation)	Includes and exceeds rating 4 definition	Information is relevant, complete, accurate, current, and promotes health issue for target audience. High quality supporting materials (visuals, handouts, pre/posts, resource guide, etc.)	Information is relevant, current and accurate. However, additional unnecessary info provided. Supporting materials missing or not high in quality.	Information is relevant and accurate but does not address key messages related to health behavior. Supporting materials missing or lacking in quality.	Information is inaccurate and/or incomplete. Supporting documents incomplete.	Incomplete or not submitted.	
Appropriateness for audience	Includes and exceeds rating 4 definition	Presented clearly and used language appropriate for the audience (i.e. use of simple/common words, limited use of jargon, and acronyms). If cooking demo was performed, used appropriate food/recipe selection for audience.	Presented clearly but used words that are not familiar to the audience. Or, if cooking demo was performed, used food/recipe not ideal for audience.	Presentation not cohesive but information presented is accurate. Or, if cooking demo was performed, used food/recipe not appropriate for audience.	Presentation not cohesive and inaccurate. Or, if cooking demo was performed, used food/recipe not appropriate for audience.	Incomplete or not submitted.	
Delivery of message	Includes and exceeds rating 4 definition	Holds attention of audience with eye contact, seldom looking at notes or reading from slides. Speaks with fluctuation in volume and inflection. Engaging and interactive with audience as appropriate. Appropriate use of body language and hand gestures.	Lacking in one of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in two of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in three or more of the qualities described in rating 4 definition. No audience engagement.	Incomplete or not delivered.	
Handout quality (if intern created and/or revised handout)	DANEH score >18	Handout scored 18 using the DANEH checklist.	Handout scored 17 using the DANEH checklist.	Handout scored 15-16 using the DANEH checklist.	Handout scored less than 15 using the DANEH checklist.	Incomplete or not submitted.	

Comments: _____

Activity #5 Evaluation: Nutrition or Cooking Program

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Presentation quality	Includes and exceeds rating 4 definition	Information is relevant, complete, accurate, current, and promotes health issue for target audience. High quality supporting materials (visuals, handouts, pre/posts, resource guide, etc.)	Information is relevant, current and accurate. However, additional unnecessary info provided. Supporting materials missing or not high in quality.	Information is relevant and accurate but does not address key messages related to health behavior. Supporting materials missing or lacking in quality.	Information is inaccurate and/or incomplete. Supporting documents incomplete.	Incomplete or not submitted.	
Appropriateness for audience	Includes and exceeds rating 4 definition	Presented clearly and used language appropriate for the audience (i.e. use of simple/common words, limited use of jargon, and acronyms). If cooking demo was performed, used appropriate food/recipe selection for audience.	Presented clearly but used words that are not familiar to the audience. Or, if cooking demo was performed, used food/recipe not ideal for audience.	Presentation not cohesive but information presented is accurate. Or, if cooking demo was performed, used food/recipe not appropriate for audience.	Presentation not cohesive and inaccurate. Or, if cooking demo was performed, used food/recipe not appropriate for audience.	Incomplete or not submitted.	
Delivery of message	Includes and exceeds rating 4 definition	Holds attention of audience with eye contact, seldom looking at notes or reading from slides. Speaks with fluctuation in volume and inflection. Engaging and interactive with audience as appropriate. Appropriate use of body language and hand gestures.	Lacking in one of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in two of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in three or more of the qualities described in rating 4 definition. No audience engagement.	Incomplete or not delivered.	
Handout quality (if intern created/ revised handout)	DANEH score >18	Handout scored 18 using the DANEH checklist.	Handout scored 17 using the DANEH checklist.	Handout scored 15-16 using the DANEH checklist.	Handout scored less than 15 using DANEH checklist.	Incomplete or not submitted.	

Comments: _____

Activity #6 Evaluation: Develop and Assess Handout

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
New handout topic	Includes and exceeds rating 4 definition	Thoughtful consideration of topic for handout included soliciting input from food bank staff/volunteers and/or clients. Top three recommended topics were appropriate and suggested outline contained valuable key messages for clients.	Somewhat limited input from food bank staff/volunteers and/or clients for handout topic. Top three recommended topics were appropriate but suggested outline needed improvement.	Limited input from food bank staff/volunteers and/or clients for handout topic. Some of three recommended topics were appropriate and suggested outline needed improvement.	Little to no input from food bank staff/volunteers and/or clients for handout topic. Recommended topics were inappropriate and needed improvement.	Incomplete or not submitted.	
Handout quality (of new handout developed)	DANEH score >18	Handout scored 18 using the DANEH checklist.	Handout scored 17 using the DANEH checklist.	Handout scored 15-16 using the DANEH checklist.	Handout scored less than 15 using the DANEH checklist.	Incomplete or not submitted.	
Handout quality (of existing handout assessed)	DANEH score >18	Handout scored 18 using the DANEH checklist.	Handout scored 17 using the DANEH checklist.	Handout scored 15-16 using the DANEH checklist.	Handout scored less than 15 using the DANEH checklist.	Incomplete or not submitted.	
Promotion plan	Includes and exceeds rating 4 definition	Plan includes effective strategies to introduce handout to food bank and agency staff/volunteers, including specific tips for effectively using the handout. If handout was presented to staff, the presentation was clear, helpful, and well-received by staff/volunteers.	Plan includes effective strategies to introduce handout to staff/volunteers, but does not include specific tips to effectively use handout. Or, if presented to staff/volunteers, the presentation could have been more clear and but was still well-received.	Plan includes strategies to introduce handout to staff/volunteers but many strategies are not feasible/effective and/or do not include specific tips to effectively use handout. Or, if presented to staff/volunteers, the presentation could have been more clear, and was somewhat well-received.	Plan includes strategies to introduce handout to staff/volunteers but most are not feasible/effective and/or do not include specific tips. Or, if presented to staff/volunteers, the presentation was unclear and not well-received.	Incomplete or not submitted.	

Comments: _____

Activity #7 Evaluation: Recipe Sheet

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Recipe criteria	Includes and exceeds rating 4 definition	Recipe(s) meet all recipe criteria used to assess recipes on the Healthy Food Bank Hub.	Recipe(s) do not meet one of the recipe criteria used to assess recipes on the Healthy Food Bank Hub.	Recipe(s) do not meet two of the recipe criteria.	Recipe(s) do not meet three or more of the recipe criteria.	Incomplete or not submitted.	
Recipe content	Includes and exceeds rating 4 definition	Consistent with the Dietary Guidelines for America. All ingredients appropriate for intended season of recipe distribution. Mainly features foods available from food bank. Costs no more than \$1 per person. Quick and easy. Offers nutrition tip and nutrient analysis.	Consistent with the Dietary Guidelines, but does not meet one or two of the qualities described in rating 4 definition.	Missing more than two of the qualities described in rating 4 definition, or is not consistent with the Dietary Guidelines.	Inaccurate information.	Incomplete or not submitted.	
Organization	Includes and exceeds rating 4 definition	Has short descriptive title. Ingredients are listed in the order they will be used. States expected yield in number and size of servings. Instructions follow ingredients. Each preparation step is numbered. Pan sizes, cooking time and temperature are specified.	Clearly organized, but missing descriptive title, or recipe yield and size of servings, or a specific preparation instruction.	Somewhat organized, but flow from is confusing; or more than one of the standards in #4 is missing.	Poorly organized; flow is confusing; two or more of the standards in number 4 are missing.	Incomplete or not submitted.	
Layout	Includes and exceeds rating 4 definition	Legible and well-spaced with ample white space. Graphics support the text. Measurements are spelled out, not abbreviated. Picture of completed recipe or very similar product. If using nutrition facts, they are displayed very clearly and are easy to understand.	Does not meet one of the qualities described in rating 4 definition.	Does not meet two of the qualities described in rating 4 definition.	Format is very cluttered; difficult to follow flow; little white space; no graphics.	Incomplete or not submitted.	

Comments: _____

Activity #8 Evaluation: Advocacy Plan

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Current legislation assessment	Includes and exceeds Rating 4 definition	Assessment of the status of the current legislation and how it impacts the food bank is relevant, complete, accurate and current. Sources for each topic are included and all supporting documents provided.	Assessment is relevant, accurate and current. However, one or more sources may be missing or inaccurate.	Assessment is relevant and accurate but the most important issues not clearly identified. Incomplete sources and/or supporting documents provided.	Assessment is out of date or missing key information and/or shows a lack of understanding of legislative issues that impact food banks/clients.	Incomplete or not submitted.	
Advocacy plan	Includes and exceeds Rating 4 definition	The plan includes feasible strategies to educate members of Congress. The plan clearly identifies how to contact members of Congress. The plan addresses key messages to promote.	The plan includes strategies to educate Congress but might be unrealistic, and/or is missing one quality from rating 4 definition.	The plan is missing two qualities from rating 4 definition.	The plan is inaccurate, not feasible, or out of date.	Incomplete or not submitted	

Comments: _____

Activity #9 Evaluation: Co-Branding Strategy

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Inventory assessment	Includes and exceeds Rating 4 definition	Assessment is accurate and current, includes all key elements. The assessment is thorough.	Assessment is accurate and current, includes most of the key elements. The assessment is fairly thorough.	Assessment is accurate and current, however, it does not meet the requirement for relevance or completeness.	Information is inaccurate and/or outdated data.	Incomplete or not submitted.	
Paired products or services	Includes and exceeds Rating 4 definition	Two products or services are paired and co-branded. The purpose of the pairing is clear and appropriate, based on the results of the inventory assessment.	Two products or services are paired and co-branded and purpose is clear and appropriate. Selection is not based on inventory assessment results.	Two products or services are paired and co-branded, however the purpose is not clear and appropriate.	Two products or services are paired and co-branded, however purpose is not clear or appropriate. Lacks understanding of co-branding strategies.	Incomplete or not submitted.	
Measurement of pairing's effectiveness	Includes and exceeds Rating 4 definition	Provides more than one method to measure pairing's effectiveness. Method is clear, appropriate, feasible and will likely result in meaningful feedback.	Provides more than one method to measure pairing's effectiveness. Evaluation method will likely result in meaningful feedback, however is not written clearly.	Provides method to measure pairing's effectiveness. Method may be clear but not appropriate or feasible and may provide some meaningful feedback.	Provides method to measure pairing's effectiveness. Method is not clear, appropriate, or feasible will not provide meaningful feedback.	Incomplete or not submitted.	
Co-branding strategy plan	Includes and exceeds Rating 4 definition	Proposed plan includes detailed project description, clear communication plan (including social media), detailed timeline, evaluation plan, and detailed budget with justification (if necessary).	Co-branding strategy plan is missing one quality of rating 4 definition, or is somewhat lacking in important details.	Co-branding strategy plan is missing two qualities of rating 4 definition, or lacking in important details.	Co-branding strategy plan is not clear and is missing many important details.	Incomplete or not submitted.	

Comments: _____

Activity #10 Evaluation: Nudges

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Nudge ideas	Includes and exceeds rating 4 definition	Thoughtful consideration of nudges included research of nudges on the Hub. Top three recommended nudges were appropriate.	Somewhat limited research of nudges. Top three recommended nudges were appropriate.	Limited research of nudges. Some of three recommended nudges were appropriate.	Little to no research of nudges. Recommended nudges were inappropriate and needed improvement.	Incomplete or not submitted.	
Implementation plan	Includes and exceeds rating 4 definition	The implementation plan is thorough and clear. Includes a detailed description of the process. The Nudge implementation plan will help make repeating the nudge in the future easier.	The implementation plan is missing one quality from rating 4 definition.	The implementation plan is missing two qualities from rating 4 definition.	The implementation plan is not thorough or clear and will not help make repeating the nudge in the future easier.	Incomplete or not submitted.	
Organization	Includes and exceeds rating 4 definition	Nudge was organized in advance and set-up well, materials/visuals were well-done, and set up at least 30 minutes prior to participants arriving.	Nudge organization is missing one quality from rating 4 definition.	Nudge organization is missing two qualities from rating 4 definition.	The Nudge was disorganized.	Incomplete or not submitted.	
Nudge display (if applicable)	Includes and exceeds rating 4 definition	Display catches the eye, enhances understanding, and is clear in its purpose for promoting an item or behavior. It adds interest.	Nudge display is missing one quality from rating 4 definition.	Nudge display is missing two qualities from rating 4 definition.	The nudge display did not meet most of the qualities from rating 4 definition.	Incomplete or not submitted.	

Comments: _____

Activity #11 Evaluation: Diabetes Class

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Presentation content (if intern created presentation)	Includes and exceeds rating 4 definition	Information is relevant, complete, accurate, current, and promotes health issue for target audience. High quality supporting materials (visuals, handouts, pre/posts, resource guide, etc.)	Information is relevant, current and accurate. However, additional unnecessary info provided. Supporting materials missing or not high in quality.	Information is relevant and accurate but does not address key messages related to health behavior. Supporting materials missing or lacking in quality.	Information is inaccurate and/or incomplete. Supporting documents incomplete.	Incomplete or not submitted.	
Appropriateness for audience	Includes and exceeds rating 4 definition	Presented clearly and used language appropriate for the audience (i.e. use of simple/common words, limited use of jargon, and acronyms). If cooking demo was performed, used appropriate food/recipe selection for audience.	Presented clearly but used words that are not familiar to the audience. Or, if cooking demo was performed, used food/recipe not ideal for audience.	Presentation not cohesive but information presented is accurate. Or, if cooking demo was performed, used food/recipe not appropriate for audience.	Presentation not cohesive and inaccurate. Or, if cooking demo was performed, used food/recipe not appropriate for audience.	Incomplete or not submitted.	
Delivery of message	Includes and exceeds rating 4 definition	Holds attention of audience with eye contact, seldom looking at notes or reading from slides. Speaks with fluctuation in volume and inflection. Engaging and interactive with audience as appropriate. Appropriate use of body language and hand gestures.	Lacking in one of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in two of the qualities described in rating 4 definition resulting in limited audience engagement.	Lacking in three or more of the qualities described in rating 4 definition. No audience engagement.	Incomplete or not delivered.	
Handout quality (if created/ revised)	DANEH score >18	Handout scored 18 using the DANEH checklist.	Handout scored 17 using the DANEH checklist.	Handout scored 15-16 using the DANEH checklist.	Handout scored less than 15 using the DANEH checklist.	Incomplete or not submitted.	

Comments: _____

Activity #12 Evaluation: SNAP Outreach Tools

Category	5 Exceptional	4 Proficient	3 Emergent	2 Limited	1 Deficient	0 Failed	Rating
Assessment	Includes and exceeds rating 4 definition	Assessment includes a thorough summary of SNAP, statewide data collection (i.e. demographics, food insecurity measures, and SNAP participation and gaps), and a summary of impact of food bank SNAP Outreach in service area. Assessment includes at least three feasible activities that the food bank can perform as part of the SNAP outreach plan.	Assessment has minor gaps in information, but not missing key data.	Written without clear insights into SNAP or the importance of food banks performing SNAP outreach.	Missing 2 or more elements of the assessment.	Incomplete or not submitted.	
SNAP outreach tool	Includes and exceeds rating 4 definition.	Final product has minimal grammatical, spelling, or punctuation errors. Style is consistent throughout.	Final product has some minor grammatical, spelling, or punctuation errors. Style is mostly consistent throughout.	Final product has some important grammatical, spelling, or punctuation errors. Style is mostly consistent throughout.	Final product has many grammatical, spelling, or punctuation errors. Style is not consistent throughout.	Incomplete or not submitted.	

Comments: _____