Build the Next Generation of School Nutrition Professionals

July 13, 2015
2:15 – 3:15 pm

Becky Larson, MS, RD
Kathleen Glindmeier, MBA, RD, SNS
Donna Martin, EdS, RDN, LN, SNS
Lauren Cartwright
Learning Objectives

- Describe the process of developing a dietetic internship program.
- Describe steps in building collaborations between school nutrition programs and university dietetic internship and nutrition programs.
- Identify learning objectives and projects for dietetic interns and nutrition student volunteers.
- Summarize challenges and benefits of working with interns and volunteers.
- Describe how to measure the success of your program.
Developing a Dietetic Internship

- Accreditation Council for Education in Nutrition and Dietetics (ACEND®)
Developing a Dietetic Internship

• June 2011/2012: Wrote ACEND Accreditation Eligibility Report
• October-November 2012: Wrote ACEND Self Study Report
• February 2013: Coordinated ACEND site visit
• April 2013: Wrote Site Review Follow Up Report
• June 2013: Internship approved
• November 2013: Hosted open house
• December 2013: Developed graduate application
• January-May 2014: Accepted first class of interns
• March-July 2014: Developed new DI Director position; hired new Director
Developing a Dietetic Internship

• Develop program goals, objectives, policies, and budget
• Recruit supervised practice experience sites and preceptors; obtain affiliation agreements; develop supervised practice experience rotation schedule
• Develop Master’s level courses
• Complete curriculum mapping of courses and supervised practice experiences; develop learning objective assessment methods and tools
• Develop DI Handbook, website, and recruitment brochure
Developing a Dietetic Internship

• Dietetic Internships with a School Nutrition concentration
  – Alabama State Department of Education
  – Georgia Southern University
  – Sarasota District Schools
  – Florida Department of Agriculture and Consumer Services
  – Morrison Chartwells
  – Prairie View A & M University

• Dietetic Internships with a Sustainability concentration
  – Montana State University
  – Western Michigan University
Developing a Dietetic Internship

• Budget

Appendix E: Georgia Southern DI Annual Funding
(Standard 1, Guideline 1.3)

<table>
<thead>
<tr>
<th>Georgia Southern DI Annual Funding Sources</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Personnel: Secretarial, information technology, legal, maintenance, and custodial assistance (supported by Georgia Southern University)</td>
<td>$0.00</td>
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<tr>
<td>Facilities: Telephone, internet, utilities, and office space (supported by Georgia Southern University)</td>
<td>$0.00</td>
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<tr>
<td>Internship application fee ($100 x 100 applicants)</td>
<td>$10,000.00</td>
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<tr>
<td>Intern tuition fees ($8500 x 20 interns)</td>
<td>$170,000.00</td>
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<td><strong>Subtotal</strong></td>
<td><strong>$180,000.00</strong></td>
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Appendix F: Georgia Southern DI First Year and Annual Profit and Loss
(Standard 1, Guideline 1.3)

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<thead>
<tr>
<th>Georgia Southern DI First Year and Annual Profit and Loss</th>
<th>First Year</th>
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<tbody>
<tr>
<td>Funding</td>
<td>$9,750.00</td>
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<td>Department of H &amp; K start-up support for program development</td>
<td>$0.00</td>
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<td>Georgia Southern University personnel and facilities support</td>
<td>$180,000.00</td>
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<td><strong>Subtotal</strong></td>
<td><strong>$180,000.00</strong></td>
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Appendix H: Georgia Southern DI Annual Expenses
(Standard 1, Guideline 1.3)

<table>
<thead>
<tr>
<th>Georgia Southern DI Annual Expenses</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Salary of Program Director</td>
<td>$72,000.00</td>
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<tr>
<td>Benefits of Program Director (~34% of salary)</td>
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<td>Salary of DI program faculty</td>
<td>$22,000.00</td>
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<td>Travel (0.51/mile x ~20,000 miles)</td>
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<td>Printing</td>
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<td>Geraniums</td>
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<td>Internship travel (20 interns x $750)</td>
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<td>Infrastructure software updates ($1750 every 5 years)</td>
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<tr>
<td>Secretarial, information technology, legal, maintenance, and custodial assistance (supported by Georgia Southern University)</td>
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<td><strong>Subtotal</strong></td>
<td><strong>$159,844.00</strong></td>
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Developing a Dietetic Internship

- Internship schedule

<table>
<thead>
<tr>
<th>Weeks &amp; Dates</th>
<th>Internship Experience</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Week 1, Aug 19 – 23</td>
<td>Internship Orientation</td>
<td>30 – 40</td>
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<td>Fall Semester classes begin</td>
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<td>Weeks 10 – 14, Oct 7 – Nov 22</td>
<td>Supervised Practice Experience</td>
<td>200</td>
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<td>Week 15, Nov 25 – 29</td>
<td>Thanksgiving break</td>
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<td>No Supervised Practice Experience</td>
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<td>Week 16, Dec 2 – 6</td>
<td>Supervised Practice Experience</td>
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<td>Week 17, Dec 9 – 13</td>
<td>Fall Semester finals week</td>
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<td>No Supervised Practice Experience</td>
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<td>Weeks 18 – 21, Dec 16 – Jan 10</td>
<td>Winter break</td>
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<td>No Supervised Practice Experience</td>
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<td>Week 22, Jan 13 – 17</td>
<td>Spring Semester classes begin</td>
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<td>Weeks 23 – 30, Jan 27 – March 14</td>
<td>Supervised Practice Experience</td>
<td>320</td>
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<td>Week 31, March 17 – 21</td>
<td>Spring Break</td>
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<td>No Supervised Practice Experience</td>
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<td>Week 32 – 37, March 24 – May 2</td>
<td>Supervised Practice Experience</td>
<td>240</td>
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<td>Week 38, May 5 – 9</td>
<td>Spring Semester finals week</td>
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<td>No Supervised Practice Experience</td>
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<td>Weeks 39 – 48, May 12 – June 27</td>
<td>Supervised Practice Experience</td>
<td>400</td>
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<tr>
<td>Week 49, July 21 – 25</td>
<td>Internship Evaluation</td>
<td>18 – 24</td>
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</tbody>
</table>

Total supervised practice experience hours: 1200
Total internship hours: 1248 – 1264
Developing a Dietetic Internship

- **Program Goals**
  - Prepare program graduates to be successful entry-level registered dietitians in the fields of community nutrition or school nutrition.
  - Prepare program graduates for leadership and service in the field of dietetics, while embracing the values of commitment to lifelong learning and social responsibility.
Developing a Dietetic Internship

• Program Objectives (for Goal 1)
  – Over a five-year period, 80% or more of interns enrolled in the dietetic internship program will complete all program requirements within 150% of the time planned for completion (12 months x 150% = 18 months).
  – Over a five-year period, the pass rate for program graduates taking the registration examination for the first time will be at least 80%.
Developing a Dietetic Internship

• Program Objectives (for Goal 1)
  – Over a five-year period, 80% or more of program graduates will rate the dietetic internship program as ‘preparing them well’ for entry-level practice in the fields of community nutrition or school nutrition.
  – Over a five-year period, 80% or more of program graduates who sought employment in dietetics will be employed within 12 months of program completion.
  – Over a five-year period, 80% or more of program graduates will be rated as satisfactory by employers.
Developing a Dietetic Internship

• Program Objectives (for Goal 2)
  – Over a five-year period, 50% or more of program graduates will complete **continuing education** activities or pursue further education, certifications, or degrees within one year of program completion.
  – Over a five year period, 50% or more of program graduates will be active in professional organizations and/or community service.
Developing a Dietetic Internship

• Program assessment

Georgia Southern DI Program Assessment Matrices

<table>
<thead>
<tr>
<th>Objective</th>
<th>Data Source (Guideline 7.1a)</th>
<th>Data Assessment Method(s) (Guideline 7.1d)</th>
<th>Actions to Assess that the Outcome is or will be Met (Guideline 7.1e)</th>
<th>Timeframe (finished?)</th>
<th>Actual Outcome (Guideline 7.2.b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over a five-year period, 80% or more of intern enrolled in the dietetic internship program will complete all program requirements within 150% of the time planned for completion (150% = 18 months).</td>
<td>Program completion rates from internal Dietetic Internship academic record program data</td>
<td>Review Academic Records annually</td>
<td>Program Director &amp; DI program faculty</td>
<td>Annually each July/August</td>
<td>(data due in 5 yrs)</td>
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<tr>
<td>Over a five-year period, the pass rate for program graduates taking the registration examination for the first time will be at least 80%</td>
<td>RD Exam results from the Commission on Dietetic Registration</td>
<td>Review RD Exam results annually</td>
<td>Program Director &amp; DI program faculty</td>
<td>Annually each July/August</td>
<td>(data due in 5 yrs)</td>
</tr>
<tr>
<td>Over a five-year period, 80% or more of program graduates will rate the dietetic internship program as ‘preparing them well’ for entry-level practice in the fields of community nutrition or school nutrition.</td>
<td>Results from Program Graduate Evaluation Surveys completed by program graduates</td>
<td>Review Program Graduate Evaluation Surveys annually</td>
<td>Program Director &amp; DI program faculty</td>
<td>Annually each July/August</td>
<td>(data due in 5 yrs)</td>
</tr>
</tbody>
</table>
Developing a Dietetic Internship

- Supervised practice facilities
  - 51 organizations
  - 11 school nutrition sites

- Preceptors
  - 56+
  - 11 school nutrition preceptors
Developing a Dietetic Internship

• Memorandums of understanding
Developing a Dietetic Internship

- Supervised practice experience rotation schedule

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Food Systems Administration Supervised Practice Experience Rotation Schedule 2014
Developing a Dietetic Internship

• Core competencies/learning objectives and concentration specific competencies

A: Core Competencies for the RD

1. Scientific and Evidence Based Practice: integration of scientific information and research into practice

2. Clinical and Customer Service: development and delivery of information, products and services to individuals, groups and populations

3. Professional Practice: knowledge, beliefs, attitudes and behaviors for the professional dietitian level of practice

Learning Assessment Matrix – Ongoing Assessment of Competencies for the RD

Developing a Dietetic Internship

• Graduate courses
  – Fall
    • School Nutrition Administration
    • Energy Balance for Weight Management
    • Applied Medical Nutrition Therapy
  – Spring
    • Nutrition in the Community
    • Micronutrient Metabolism → Health Behavior in Nutrition
Developing a Dietetic Internship

- School Nutrition Administration course

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<th>TENTATIVE Course Schedule</th>
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<td><strong>Week 1</strong></td>
<td><strong>Topics (Textbook &amp; Daily Discussion)</strong></td>
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| August 17                 | Class introductions, syllabus, assignment review, Federal, State, and local school nutrition legislation and regulations (Ch. 3), Performance standards (Ch. 8 & Case Study) | School Lunch Acceptance Study & Marketing Plan sections 3-8 & 4-7 |}

| **Week 2**                | **Topics (Textbook & Daily Discussion)** | **Assignment Due** |
| August 18                 | Marketing (Ch. 19 & Case Study), nutrition education (Ch. 19 & Case Study), How to Teach Nutrition to Kids (Ch. 3) | School Lunch Acceptance Study & Marketing Plan sections 3-8 & 4-7 |

| **Week 3**                | **Topics (Textbook & Daily Discussion)** | **Assignment Due** |
| August 21                 | Send final destinations, recipes and cooking (Ch. 17) | Group project & proposal (due) |

| **Week 4**                | **Topics (Textbook & Daily Discussion)** | **Assignment Due** |
| August 25                 | Grant proposal – Challenge Decrees, Nutrition Coordinators, School Nutrition Programs, Bunk County Schools: School Gardens | 3/5115 Planning Project sections 3-8 & 4-7 |

| **Week 5**                | **Topics (Textbook & Daily Discussion)** | **Assignment Due** |
| August 28                 | Sustainability in food systems & farms to school gardens, Change in school and community in school nutrition programs | 3/5115 Planning Project sections 3-8 & 4-7 |
Developing a Dietetic Internship

- Learning activities
  - Daily Discussions
  - School Lunch Acceptance Study & Marketing Plan
  - Menu & Event Planning Project
  - Nutrition Education Project
# Developing a Dietetic Internship

- **Curriculum mapping**

## Concentration Area 2: School Nutrition

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Developing a Dietetic Internship

• Evaluation of intern completion of competencies/learning objectives
Developing a Dietetic Internship

• Website and recruitment materials
Developing a Dietetic Internship

- Graduate school and internship application

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### Georgia Southern University Dietetic Internship Application

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<td>Math &amp; Science</td>
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<td>Preferred Internship Concentration</td>
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<td>Community Nutrition</td>
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<td>School Nutrition</td>
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<td>Willing to accept alternate concentration?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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Developing a Dietetic Internship

• Policy issues
  – Assessment of prior learning
  – Background checks
  – Travel and transportation
  – Tracking learning objectives
  – Intern professionalism and discipline

Georgia Southern
Dietetic Internship
Policy & Procedure Handbook
2013 – 2014

Department of Health & Kinesiology
Georgia Southern University

Dr. Barry Joyner, Dean
College of Health & Human Sciences

Dr. Jim McMillan, Interim Chair
Department of Health & Kinesiology

Dr. Tam Buckley, Graduate Director
Department of Health & Kinesiology

Betsy Larson, MS, RD
Dietetic Internship Program Director
Department of Health & Kinesiology
Developing a Dietetic Internship

• New Program Director
  – Donna Burnett, PhD, RD

Position Description: Reporting to the Chair of the Department of Health and Kinesiology, the successful candidate will direct the Georgia Southern Dietetic Internship and may teach graduate and undergraduate courses in community nutrition, school nutrition administration, medical nutrition therapy, or other nutrition and food science courses. The program director is responsible for ensuring that all ACEND accreditation standards, policies and procedures will be met; responsibilities include, but are not limited to the following:
  a. Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and consistent treatment of prospective and enrolled interns (such as program admission, retention and completion policies)
  b. Student recruitment, advisement, evaluation, and counseling
  c. Maintenance of program accreditation, including timely submission of fee, reports and requests for major program changes
  d. Maintenance of the program’s student records, including student advising plans and verification statements
  e. Maintenance of complaints about the program received from interns or others, including disposition of the complaint
  f. On-going review of program’s curriculum to meet the accreditation standards
  g. Communication and coordination with DI program faculty, preceptors and others involved with the program
  h. Facilitation of processes for continuous assessment of program and student learning outcomes

In addition, the successful candidate will promote and maintain interdisciplinary dialogue and services; hold membership in professional associations/organizations; and serve on committees and participate in official activities at the departmental, college, and university levels. The position is a twelve month appointment. The salary is competitive and commensurate with qualifications and experience.

Required Qualifications:
• Master’s degree or higher in Nutrition, Food Science, Dietetics or closely related area by August 1, 2013 (Non-tenure Track)
• Credentialed as a registered dietitian by the Commission on Dietetic Registration
• Minimum of three years professional experience post credentialing
• Commitment to excellence in teaching and learning as evidenced by a presentation during the campus visit with students present
• Commitment to teaching, scholarship, and service that is consistent with the College’s priorities for the Department and the mission of the University
• Ability to contribute to a positive work environment in the Department, College, and University
• Technological literacy and a commitment to incorporate technology in teaching and scholarship
• Commitment to professional service within the University and beyond
• Interest in working in diverse academic and professional communities

Preferred Qualifications:
• Experience directing an ACEND-accredited dietetic education program
• Minimum of one year of college/university teaching experience in Nutrition and Food Science
Developing a School Nutrition Internship

- School Nutrition Association’s Internship Program
  - Paradise Valley Unified School District, AZ
  - John C. Stalker Institute of Food and Nutrition/ Framingham State University and Walpole Public School District, MA
  - Dallas Independent School District and Texas Women’s University, TX
Developing a School Nutrition Internship

- Comparing Program Cost
  - ACEND
    - $3000 per year
    - Onsite visit every 10 years
  - SNA
    - None
Student Profile

• ACEND Internship: 1993 - 2013
  – Average GPA 3.4/4.0
  – 1400 practice hours (paid)
  – First-time pass rate: 85%

• SNA Internship: 2014 – present
  – Average GPA 3.4/4.0
  – 900 practice hours (paid)
  – Pass rate to be determined
Paradise Valley USD SNS Internship

• Accepts 8 students per year
  – 4 per semester
• Partnered with Arizona State University
• Rotation with Dept of Education (1 week)
• Intern enrichment outside of PVUSD (1-2 weeks)
Four Key Areas

1) Utilize critical thinking skills.

2) Maintain situational awareness.

3) Demonstrate appropriate sense of urgency.

4) Positive response to direction.
Where would you be without preceptors?

• Who are the people that made a difference in your career?
• Shadowing vs. hands-on experience
• If you are flying in a plane, who would you want as the pilot? The pilot who learned to fly using a simulator or the pilot who had hands-on training from an experienced pilot?
What exactly is a preceptor?

• A preceptor is a teacher, tutor, and instructor

• A practicing practitioner who gives personal instruction, training, supervision, and practical experience to a student (the preceptee)
What is a preceptorship?

• A period of practical experience and training for a student that is supervised by an expert or specialist in a particular field.

• A defined period of time in which two people work together so that the less experienced person can learn and apply knowledge and skills in the practice setting with the help of the more experienced person.
Benefits to Being a Preceptor

• Training future employees for the field of School Nutrition
• Infusion of new ideas into your program
• Professional development – Learning together
• Another pair of hands to get the job done
• Skill development (teaching, communication, leadership)
Benefits to Being a Preceptor

- Influence future practice
- Teach and share knowledge and skills
- Develop a teacher-student/colleague relationship
- Networking
- Precepting is an investment in the future
Benefits for the Preceptee

• Exploring the field of School Nutrition
• Professional guidance
• Learn much needed skills
• Improve critical thinking and the ability to ask the right questions
• Increase confidence
• Easier transition to future job
An Effective Preceptor

• Attain understanding of different work environments
• Provides tasks of value and not busy-work
• Recognizes personality differences and adjusts accordingly
• Practices effective communication
• Assesses and evaluates rotation experiences
An Effective Preceptor

• Has a Caring Nurturing Attitude
• Provides constructive feedback (immediately)
• Accepts constructive feedback
• Demonstrates professional values, attitude, and behaviors
• Acts as a role model
• Is enthusiastic about their job
An Environment for Success

• Structured learning (develop critical thinking skills and problem solving)
• Safe, positive, and judgment free
• Time management (schedule and plan)
• Ongoing support from your employees/employer
Student Learning Objectives and Projects

• Nutrition Education in the Classroom
• Nutrition Education Flyers for Lunchroom
• Bulletin Boards
• Develops New Recipes
• Nutrient Analysis of Menus
• Plate Waste Studies
• HACCP Training
Student Learning Objectives and Projects

• Theme Days
• Standardize Recipes
• Production Record Reviews
• Cashier
• Work as an Employee for a Day
• Writing Articles for Newsletters
• Present to PTA
• Student Satisfaction Surveys
Student Learning Objectives and Projects

• Equipment Specifications
• Meals per Labor Hours
• National School Breakfast Week
• National School Lunch Week
• Farm to School Projects
• School Nutrition Employee Recognition
• Inventory
• Employee Job Schedule
Student Learning Objectives and Projects

- Athletic Program Nutrition Education
- Grant Writing
- Special Diets
- Wellness Projects
An Intern’s Perspective
School Nutrition Coursework and Rotations

• School Nutrition Administration course
  – Nutrition education, marketing, and promotions

• Georgia Department of Education
  – 1 week rotation
  – Cycle menu

• Liberty County School System
  – 1 week rotation
School Nutrition
Coursework and Rotations

• Burke County Public School System
  – 4 week rotation
  – Student participation and wellness initiatives

• Culinary Institute II
  – 1 week rotation
  – Manager training
School Nutrition Administration Projects

• Nutrition Education
  – Purpose/Background
  – Lesson Overview

• Acceptance Study and Marketing Plan
  – Purpose
  – Research Methods
  – Marketing Efforts

• Menu and Event Planning Project
  – Purpose
  – Event Overview
Acceptance Study and Marketing Plan
Menu and Event Planning Project
Georgia Department of Education Project

- 3-week breakfast cycle menu
- Focused on meeting nutrition standards
- Followed healthy school meal pattern
- Challenges encountered:
  - Product availability
  - Student acceptability vs. meeting standards
  - Software issues
Burke County Public School System Projects

• Nutrition Education
• Farm to School Expansion
• Oatmeal Breakfast Bars Taste Test
• Wellness Initiatives
  – Brain Breaks
  – Faculty Gym
  – Walking Program
• Salad Competition
Should I stretch?
Stretching before and after physical activity helps decrease the chance of injury, improve performance, and decrease muscle soreness.

First, start by warming up for a few minutes—march in place or walk slowly and swing your arms gently—and complete the following stretches.

Once you have warmed up, complete your walk at a brisk pace. Cool down at the end with a slower pace and don’t forget to stretch again when you finish!

Reach
Reach one arm over your head and to the side. Keep your hips steady and your shoulders straight to the side. Hold for 10 seconds and repeat on the other side.

Wall Push
Lean your hands on a wall with your feet about 3 to 4 feet away from the wall. Bend one knee and point it toward the wall. Keep your back leg straight with your foot flat and your toes pointed straight ahead. Hold for 10 seconds and repeat with the other leg.

Knee Pull
Lean your back against a wall. Keep your head up and reach straight out. Pull one knee to your chest. Hold for 10 seconds, then repeat with the other leg.

Leg Curl
Pull your right foot to your buttocks with your right hand. Bend your knee and keep your knee pointing straight ahead. Hold for 10 seconds and repeat with your left leg and hand.

Standing
Sit on a sturdy bench or hard surface so that your left leg is straight out. Position your toes pointing up. Keep your right leg flat on the floor. Straighten your back, and if you lose a stretch, lean forward from your hips until you do.

A Sample Daily Walking Program

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Warm Up</th>
<th>Walk</th>
<th>Cool Down</th>
<th>Total Time</th>
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<tr>
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<td>Walk slowly 5 minutes</td>
<td>Walk briskly 5 minutes</td>
<td>Walk slowly 5 minutes</td>
<td>15 minutes</td>
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<tr>
<td>3-4</td>
<td>Walk slowly 5 minutes</td>
<td>Walk briskly 10 minutes</td>
<td>Walk slowly 5 minutes</td>
<td>20 minutes</td>
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<tr>
<td>5-6</td>
<td>Walk slowly 5 minutes</td>
<td>Walk briskly 15 minutes</td>
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<tr>
<td>7-8</td>
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<td>Walk briskly 20 minutes</td>
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<td>30 minutes</td>
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<td>9-10</td>
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<td>Walk briskly 25 minutes</td>
<td>Walk slowly 5 minutes</td>
<td>35 minutes</td>
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<td>40 minutes</td>
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<td>Walk briskly 35 minutes</td>
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<td>Walk briskly 45 minutes</td>
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<td>55 minutes</td>
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<td>19-20</td>
<td>Walk slowly 5 minutes</td>
<td>Walk briskly 50 minutes</td>
<td>Walk slowly 5 minutes</td>
<td>60 minutes</td>
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Enhancing Health through Steps

Walking Program
Salad Competition

The Ultimate Salad Showdown

Four grade levels will compete, but only one salad can win.

Do you enjoy the fresh, delicious salads offered daily on the lunch line? Have you ever thought of a new salad you would like to see offered? Here’s your chance to let us know!

All Burke County High School students are asked to participate in designing their ideal salad with their cohort and then vote for the top candidate as a grade level. Each grade level will submit their final entry to compete in The Ultimate Salad Showdown on Friday, February 6th.

Salad entries will be displayed on the lunch line during the competition and students will be able to vote for their favorite. The salad with the most votes will be named the winner and will earn a permanent spot on the lunch line!

SCHEDULE OF EVENTS:

- **1/28** - Students will brainstorm salad ideas with their cohort. Teachers must submit their cohort’s entry to Brianna Dumas by 3:00 PM.
- **2/4** - Students will review salad ideas submitted by their grade level. Teachers must submit their cohort’s final vote to Brianna Dumas by 3:00 PM.
- **2/6** - The Ultimate Salad Showdown will take place during lunch. The winner will be announced at the end of the day.

CONTEST RULES:

1. Open to all Burke County High School students in grades 9-12.
2. Limit of one entry per cohort. Cohort entries will be voted upon and limited to one entry per grade level.
3. Each entry must contain a minimum of 1 leafy base and 1 protein with a maximum of 3 leafy bases and 2 proteins allowed.
4. Entries must be submitted on the ballot provided. Any duplicate or illegible ballots will not be considered.
5. Final entries will be judged and voted upon by students during lunch on Friday, February 6th.

**Submit entries to Brianna Dumas at bdumas@burke.k12.ga.us**
Contact Information

• Becky Larson  
  Georgia Southern University  
  rebeccalarson@georgiasouthern.edu

• Kathleen Glindmeier  
  Paradise Valley Unified School District  
  kglindmeier@pvlearners.net

• Donna Martin  
  Burke County Public School System  
  DMartin@Burke.k12.ga.us

• Lauren Cartwright  
  Georgia Southern University  
  lauren_m_cartwright@georgiasouthern.edu