CSULB 2014-15 MS/DI
PE Showcase
Experience Summary

Even though this was only a 4-day specialty rotation, it was one of the most impacting weeks of the whole year. It exposed me to a topic not commonly discussed in class and allowed for a very involved learning experience. I feel fortunate to have had the opportunity to see all levels and requirements in the bariatric surgery process and expand my learning in one side of the eating disorder spectrum.
I spent two weeks with Lisa Gibson, MS, RD. Lisa is an independent contractor that was hired by Age Well Senior Services. She is the Registered Dietitian for the congregate meal and Meals on Wheels programs provided by 10 senior centers throughout southern Orange County. Lisa develops all menus, performs nutrient analysis, audits the programs, and develops nutrition education materials for the senior centers monthly.

Since many seniors enjoy and are very eager to play the game of BINGO, Lisa thought it would be a good idea to incorporate nutrition education into the game of BINGO. Surveys are administered to seniors quarterly and heart health is a topic that many request to learn more about. Heart Disease BINGO was developed as a result. I created 50 randomized BINGO cards that had both keywords and images related to heart health. I also developed a fact sheet that contained facts about each item as they are drawn and called out. I was not able to implement the BINGO, but Lisa has told me that the seniors are having a great time with it.
Facility Highlight

WIC is a special supplemental nutrition program for Women, Infants, and Children. It serves to safeguard the health of low-income pregnant, postpartum, and breastfeeding women, infants, and children up to age 5 who are at nutritional risk by providing nutritious foods to supplement diets, information on healthy eating including breastfeeding promotion and support, and referrals to health care. WIC is not an entitlement program as Congress does not set aside funds to allow every eligible individual to participate in the program. WIC is a Federal grant program for which Congress authorizes a specific amount of funds each year for the program.

All major activities completed during this rotation worked to develop, improve, and evaluate the nutrition education programs of WIC in Long Beach. Projects included: developing and teaching the importance of physical activity (Keeping Fit from A to Z), learning about new foods, and conducting food demonstrations to teach the clients different methods of low-fat cooking. Even though we were all assigned to create and implement different educational programs all of the interns also had to be able to jump in and teach another intern’s class. We also assisted each other during certain classes, i.e. the cooking demonstrations.
PE Showcase: Community Nutrition, Orange County Healthcare Agency
CO 3.6.1 Develop a working knowledge of ethnic menu planning.

A. Visit an ethnic restaurant
After Yelping for Mediterranean restaurants, me and my friend and fellow intern, went to Asha Mediterranean Restaurant.

B. Review menu. Choose 1-2 popular food items.
I had chicken schwarma (one of the most popular dishes), with tabouli salad, and Leban dip. For dessert we shared baklava and pistachio ice cream.

C. Complete a nutrition analysis.
For this portion I used a computerized nutrient analysis database to complete nutrient analysis for the chicken schwarma, tabouli salad, and leban dip that I ate at Asha.

Chicken Schwarma (entire dish):
- Calories: 500
- Fat (g): 13
- Cholesterol (mg): 198
- Sodium (mg): 601
- Cholesterol (mg): 198
- Sodium (mg): 601
- Carbs (g): 30
- Protein (g): 41

D. Plan a 1-day calorie control menu for the ethnic group selected in part A for a target demographic (i.e. teenager, pregnant women, senior).
The following is a 1-day 2,000 calorie menu for Moroccan teenagers.

Breakfast:
6oz Greek yogurt topped with ½ cup strawberries and 1tsp honey
1 slice 100% whole wheat toast with a half a mashed avocado on top

Snack 1:
½ cup nuts of choice

Lunch:
1 cup tabouli salad
Chicken pita sandwich

Snack 2:
2 tbsp hummus
Carrot sticks

Dinner:
1 ½ cup Seafood couscous paella

Dessert:
2 inch piece of baklava
Objective A: Plan a 1-day ethnic or holiday menu for the target market.
- Researched and planned a Kosher, Rosh Hashanah themed lunch menu to be served at cafeteria at lunch
- Lunch included:
  - Carrot apple slaw with mint
  - Hot Corned Beef sandwich on deli rye bread
  - Coconut macaroons
- Kept meal within budget, made sure meal was served in the Kosher style

Objective B: Develop marketing materials.
I developed:
- Flyer
- Handout on Kosher laws and eating practices

Objective C: Market menu
I marketed my menu to the faculty and staff at the hospital as well as to customers of the cafeteria well in advance.

Experience Summary: Since I was raised in a Jewish household, I was knowledgeable about the Rosh Hashanah holiday and the traditions we used to follow when I was younger. I wanted to make a meal that would also follow Kosher laws, since that also falls under the spectrum of Judaism. I know a lot of people hear about Kosher foods, but many do not know the laws of Kosher eating. The staff was very supportive of my ideas and I enjoyed working alongside them to prepare the meal. I also loved talking with customers about Kosher food rules and educating them and giving them a handout on the history and basics of Kosher eating!
3.4.1 A. Identify 3 “fad diets,” current trends or nutrition-related issues that are currently gaining popularity or popular supplements.

Three fad diets include: eating gluten free, juicing, and participating in cleanses (fasting).

**Experience Summary:** Being knowledgeable about current fad diets is very important for nutrition professionals if we want to effectively combat misinformation. I found creating this education handout on eating gluten free to be very rewarding because it could be used immediately to educate clients on the reasons to stay away from gluten free diets.

Kristen Gillespie

3.4.1 B. Develop a 1-2 page educational handout with a Q & A format for clients using 1 of them.
Facility Highlight

The Hawthorne School District is dedicated to providing nutritious meals to students on a daily basis. They also help educate parents, students and teachers on healthier foods to consume. The nutrition department accomplishes this by providing parents with nutrition information through their website, blogs and tweets. They encourage kids to stay healthy and active through the Let’s Move Program and emphasize healthy eating habits to maintain a stable weight.

http://hawthorneschoolmeals.com

All major activities completed during this rotation worked to develop, improve and evaluate the food and nutrition programs of the Hawthorne School District. Projects included: developing blogs and tweets to educate participants, conduct a taste test to help determine what foods the kids will eat, developing a vendor comparison to save the district money, planning menus that are appealing to students, working with the kitchen staff to ensure food safety regulations are being followed, issues that affect food waste and suggested ways to improve the environment through products used.
PE Showcase: NT Case Study

NT 1.2.1 Develop a Clinical Case Study (CCS) (must follow Case Study guidelines). The DI is assigned to a specific disease or diagnosis and must consult with the Supervisory RD throughout the preparation of the case study.
March, 2015

Facility Highlight
Memorial Care Health System is a nonprofit integrated delivery system that includes six top hospitals – Long Beach Memorial, Miller Children's & Women's Hospital Long Beach, Community Hospital Long Beach, Orange Coast Memorial, and Saddleback Memorial Laguna Hills and San Clemente; medical groups – Memorial Care Medical Group and Greater Newport Physicians; a health plan – Seaside Health Plan; and numerous outpatient health centers, imaging centers and surgery centers throughout Orange County and Los Angeles. In 2012 the organization was identified as one of the top 100 integrated healthcare networks nationwide and top 10 in the west region by IMS.

Case Study
This PE requires selecting one patient with the assigned disease or diagnosis, describing the disease or diagnosis in detail, determining recommended calories, protein, and fluid needs, discussing the nutrition care process (NCP) for that patient using evidence-based guidelines in ADIME format, preparing an annotated bibliography on minimum of three recently published nutrition articles related to the disease or diagnosis, preparing a PowerPoint presentation on the disease and its related NCP steps, and presenting the case study to the RDs on site and later to the DI class.

Keyvan Farhad

Clinical Case Study Presentation
Collecting Duct Carcinoma
By Keyvan Farhad
Fall 2014
On Wednesday, December 4th 2014, I conducted an in-service on Healthy Baking for the Holidays in the cafeteria for staff, physicians and visitors. One week before the event, I created a flyer to be emailed and posted. Education was maximized by including the following: a Healthy Baking for the Holidays brochure with recipe substitutions, an Applesauce Bar recipe card with samples, an interactive spin wheel, and giveaways. The spin wheel displayed oil, sugar, heavy cream, eggs, flour, and butter. Participants spun the wheel and tried to name a substitution for the product landed on before education was given. The event went well and received positive reviews.
Activity 1: Develop a nutrition lesson plan and cooking demonstration for parents of Head Start (HS) children.

As a group effort, I planned a nutrition lesson and hands-on cooking demonstration with fellow intern, Deanida Andrews. The lesson was called, *Savvy Savers & Confident Cooking*, and was held at the Glen Martin Head Start Center. The nutrition lesson included tips for healthy shopping and meal planning on a budget. After discussing shopping tips and meal planning, we assisted the parent participants in a hands-on cooking demonstration. All parents in attendance were mothers of Head Start children. They seemed to enjoy having an opportunity to practice cooking healthy meal options while following recipes obtained from the Champions for Change website in English and Spanish. In the end, the mothers were pleased with what they had learned and accomplished and they expressed a desire to continue to attend nutrition lessons and cooking activities on a regular basis.

Activity 2: Develop and present a lesson on nutrition and literacy to Parent Nutrition Assistants (PNAs) and create a menu planning handout for PNAs.

Parents of Head Start children are encouraged to be PNAs and enroll in a bi-weekly college course to learn about nutrition and how they can bring nutrition into HS classrooms and homes. The class is held at OCHS headquarters. I had the opportunity to create a handout on meal planning for a future PNA class, as well as present a short lecture on nutrition and literacy. During this lecture I discussed how PNAs can go about bringing nutrition into HS classrooms and homes, as well as why literacy is important in child development. I also demonstrate how a book might be read to make the experience more fun for both children and adults.
NT1.2.1A-F Develop a Clinical Case Study (CSS). The DI is assigned to a specific disease and must consult with the Supervisory RD throughout the preparation of the CSS. October, 2014

Case Study Topic
Pediatric GI Disorders
KP Anaheim

Specific Disease
Intestinal Bowel Obstruction along with cerebral palsy

Activities
All major activities I completed for this activity were to find and follow a patient with a GI disorder, create a PowerPoint presentation that for the class and facility, perform the nutrition care process on the specific patient (ADIME guidelines), research current literature on the specific disease, and use interview skills, to talk to the patient and family,
PE Showcase: Community Nutrition at WIC, Santa Ana

CO 3.2.3 Develop a working knowledge of effective written and oral communication skills for maximizing client education in all communications in the practice of dietetics.

December, 2014

A. Plan, organize, and develop an in-service workshop.
The staff and I sampled different types of milk/milk alternatives and the different nutrient compositions of each.

B. Use the internet as a resource to develop the workshop.
I used the internet in order to gather research and acquire images.

C. Prepare workshop with objectives, visual aids, written material, etc.
I presented the staff with different types of milk and milk alternatives (low fat milk, skim milk, lactose free milk, soy milk, almond milk, and rice milk).

D. Prepare three nutrition education materials such as handouts, flyers, posters.
+ Milk and milk alternatives handout
+ Cooking with soymilk and tofu
+ Fad diet handout

E. Consult with translation services and work with interpreters.
Spanish assistance interpreting my cooking with soymilk and tofu handout.

Deanida Andrews

Experience Summary:
I have always had a passion for Community Nutrition so I’ve enjoyed all of the opportunities I have been presented with. From distributing product at food pantry sites to observing a breastfeeding clinic, I have experienced a number of amazing learning opportunities during my Community Nutrition rotation.