

Table 2: SFS Activity Modification Examples across Dietetics Programs

This table provides a summary of the curriculum activities at a glance, along with information that may help you identify where each activity may fit into your program. Ideas for modifying activities are provided for both in-person and virtual settings.

Activity Name and Description	Common Rotation	Undergrad, DPD or Graduate Course	Competencies	In-person Modification Examples	Virtual Modification Examples	Estimated Time for Completion
Foundational Activity Conduct research and present an informational seminar about SRHFS for RDNs.	Foodservice, Clinical or Community	Dietetic Practice; Nutrition and Wellness in the Life Cycle	CRDN 1.2, 1.4, 1.6, 2.1 FSK 6.1, 6.3, 6.5	The activity can be incorporated in the clinical rotation as a component of the case study. Students make recommendations pertinent to the patient's case that incorporates the principles of SFS (Appendix B)	Modify the 20-30-minute student seminar to web-based presentation, recorded video, or 1-page summary of the SFS framework and action steps for RDNs	5-10 hours
Farm Tour Conduct statewide agriculture assessment and then compare and contrast farm practices by visiting two different farming operations.	Community rotation or class field trip	Dietetic Practice; Principles of Food Prep; Food Purchasing	CRDN 1.2, 1.4, 3.3 FSK 6.1, 6.3 FSP 6.1, 6.3	The Farm Tour and Food Manufacturing Tour can be combined. Students can learn from an organization that incorporates both the production and processing components of the food system	Virtual farm tours are available online from National Agriculture in the Classroom , FarmFood360 and the U.S. Dairy Alliance	5-10 hours
School Foodservice Program Visit and interview a district foodservice director in a school district. Write a parent newsletter article promoting school meals.	Foodservice or community rotation	Principles of Food Prep; Experimental Foods; Food Production; Nutrition and Wellness in the Life Cycle	CRDN 1.2, 1.3, 2.2 FSK 6.1, 6.6	If a local school foodservice director is not available, locate one from the national Farm to School directory or through the HEN DPG list-serv. Students can interview the director over the phone and complete a reflection of how the school fits within the larger U.S. food system.	In-place of interviewing the school foodservice director, the intern could research how schools adapted to school closures during COVID-19 and ways in which they provided meals. Write a 2-page paper summarizing the 1) problem, 2) solutions from two or more school systems, and 3) compare the approach.	5-10 hours

Activity Name and Description	Common Rotation	Undergrad, DPD or Graduate Course	Competencies	In-person Modification Examples	Virtual Modification Examples	Estimated Time for Completion
Food Manufacturing Tour Tour a food manufacturing facility.	Foodservice rotation or class field trip	Business Management; Experimental Foods; Food Production	CRDN 3.3 FSK 6.6 FSP 6.2	The Farm Tour and Food Manufacturing Tour can be combined. Students can learn from an organization that incorporates both the production and processing components of the food system	Intern could use their contacts to find a food manufacturer available to use Face Time or Google Hangouts for a virtual visit. Intern could visit a food manufacturing website and view a virtual tour online.	5-10 hours
Federal Food Distribution Become familiar with federal food distribution programs and conduct an analysis of how two federal food distribution programs operate locally.	Foodservice, Clinical or Community	Community Nutrition; Wellness; Seminar; Life Cycle Nutrition	CRDN 1.2, 1.3, 3.3, 3.4 FSP 6.4, 6.8, 7.3	To fit within a course, the activity can be condensed. Students can become familiar with the federal food programs. Then, focus on 2 or 3 programs and develop a presentation or write 3-page paper on how the programs fit within the food system and their impact on community health.	Modify the 20-30-minute student seminar to web-based presentation, recorded video, or 2-page summary of the federal food distribution program and include how they are adapting during the COVID-19 response	8-10 hours
Menu Analysis Analyze an existing menu at a foodservice establishment. Provide recommendations. Develop an educational tool to promote the revised menu items.	Clinical or Foodservice	Experimental Foods; Quantity Food Production	CRDN 3.3, 3.5, 3.7, 3.10, 4.6, 4.8 FSP 6.9	The Menu Analysis can be condensed and combined with Healthier Food Retail Assessment. Students can review food options available at both a restaurant and retail establishment to fully understand food access within a community.	In place of talking with a manager, find a menu on a retail establishment website to conduct the menu analysis	8-10 hours
Food Preservation and Food Safety Workshop Develop and present a workshop on food preservation and food safety	Community	Quantity Food Production	CRDN 3.3, 3.4, 3.5, 3.7, 4.8 FSP 7.2	Students can research food preservation workshops already available. Then, develop a presentation of a mock food safety workshop including the items described.	Develop a web-based workshop through a virtual meeting platform (such as Zoom or WebEx) or record a video for YouTube or with Facebook Live	10-15 hours

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CDC Healthier Food Retail Assessment Conduct a healthier food retail assessment in your community	Community or class day	Community Nutrition and Wellness; Medical Nutrition Therapy	CRDN 1.3, 2.2, 4.6 FSK 6.3, 6.5 FSP 7.1	Students can review retail settings within a particular neighborhood by defining the neighborhood, describe methods and summarize the results for how the retail setting impacts the neighborhood (a sample rubric can be found in Appendix C).	Conduct a community food retail assessment by a windshield tour. Drive through a community to assess the food outlets available (restaurant, grocers, corner store, food pantry). Students can also do a 'virtual' drive using Google Maps and searching for "food outlets"	5-10 hours
Merchandising Create an endcap display in partnership with a retail establishment. The endcap will include products from at least three different departments	Foodservice or community	Community Nutrition; Seminar; Advanced Nutrition	CRDN 1.3, 3.3, 3.5, 3.7, 4.8	The Merchandising activity fits well with a tour of a farmers' market. Consider how the market can better equip customers with the knowledge and skills to prepare healthy meals with local, seasonal foods.	Select a retail establishment that offers online ordering (grocery pick-up/delivery). Create an advertisement that promotes healthy food choices to be displayed during the ordering process.	5-10 hours
Consumer Food Waste Explore personal consumption habits and identify one or more strategies that lead to less wasted food. Deliver food waste presentation to target audience.	Foodservice, community or class day	Dietetics Counseling; Life Cycle Nutrition	CRDN 3.4, 3.6, 4.6 FSK 6.3	The personal food waste activity can be incorporated into a class day within supervised practice or in a counseling course. It is a good activity for interns who are not in the same geographic location.	Modify the presentation to a web-based platform	4 hours (in addition to logging food waste)

Activity Name and Description	Common Rotation	Undergrad, DPD or Graduate Course	Competencies	In-person Modification Examples	Virtual Modification Examples	Estimated Time for Completion
Food Waste Audit Explore foodservice systems food waste by conducting a food waste audit in an institutional setting (school, university, hospital, nursing home).	Foodservice	Institutional Purchasing; Experimental Foods	CRDN 4.6 FSK 6.6 FSP 6.6, 6.8, 7.4	If a food waste audit at an institutional setting is not an option, students can research methods for reducing food waste at an establishment and prepare a short presentation.	Develop a web-based presentation on promising practices to reduce food waste in an institutional setting.	10 – 15 hours
Food Policy and Nutrition Care Process As a group with other interns, investigate how food policy is addressed in your community. Develop a community action plan or proposal and use the Nutrition Care Process to guide.	Foodservice or community	Dietetics Practice; Community Nutrition; Advanced Nutrition	CRDN 2.3, 2.9, 2.14, 4.6 FSK 6.4, 6.7 FSP 6.5, 7.1	This activity fits well within a state legislative day. Students can complete an issue brief to share in a meeting with a legislator. Full details are available in Appendix D .	Modify for an individual student to complete on their own by researching food policy online. Consider coming together virtually with a group of students to discuss reflection questions. Zoom and WebEx are excellent platforms for virtual gathering OR Complete the Academy's Gaining Ground Webinar	8-10 hours
Capstone Project Prepare a professional presentation describing your SFS curriculum experience and describe the various recommendations they have posed.	Capstone or final class day	Seminar; Advanced Nutrition	CRDN 1.6, 2.2, 3.1, 3.4, 4.6 FSP 6.2, 6.3, 7.3	The Capstone Project can be integrated within a final research project or as an option as a non-thesis final project.	The final project can be modified. The student can submit a 3-5-page paper describing the student's experiences and describe the various recommendations they have posed throughout the curriculum activities	15-20 hours