**Directions for GP Summary of Learning Activities (Required Element 3.2)**

***Required Element 3.2:*** *The program’s curriculum must provide learning experiences to attain the breadth and depth of the required curriculum competencies. Syllabi for courses (including those with supervised experiential learning) taught within the academic unit must include the relevant competencies.*

1. *Learning experiences must prepare students for professional practice with clients/patients with various conditions, including, but not limited to overweight and obesity; disordered eating; developmental, intellectual, behavioral health, neurological, and endocrine disorders; cancer; malnutrition; and cardiovascular, gastrointestinal and renal diseases.*
2. *Learning experiences must prepare students to implement the Nutrition Care Process with various populations of diverse cultures.*
3. *Learning experiences must address and build competency in diversity, equity and inclusion. The program must ensure that students have the skills to recognize biases in self and others and adapt to, understand and embrace the diversity of the human experience.*

Directions &

Examples

1. *Learning experiences must incorporate a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and competencies*.
2. *Learning experiences must prepare students to become competent in the following skills:*
3. *Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol),* *recommending and/or initiating* *nutrition-related pharmacotherapy plans (such as* *modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation).*
4. *Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.*
5. *Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.*
6. *Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.*

**Directions:** Complete the following tables by identifying in which courses or supervised experiential learning students are exposed to various populations, cultures, disease states, conditions and skills and an example of the learning activity provided within that course or supervised experiential learning.

There must be at least one example for each required population listed in the table, the program-identified populations or cultures, required conditions/disease states, program-identified conditions/disease states and skills*.* This is a representation of a variety of learning activities; it is not necessary to indicate every learning activity in every course that addresses a particular population, disease state or skill. (Add or remove additional blank rows as needed.)

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| **Populations/Cultures** | **List a course or experience in which the populations and/or cultures are covered** | **Learning Activity Example** |
| Older Caucasian, African American and Native American Adults | Clinical Experience | Assess residents in a long term care facility and prescribe medical nutrition therapy based on nutrition-focused examination, as well as pathophysiology and biochemistry findings. |

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| **Conditions or Disease States** | **List a course or experience in which the condition or disease state is covered** | **Learning Activity Example** |
| Overweight & Obesity | Community Experience | Provide individual weight management counseling to attendees at a senior center. |

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| **Skills** | **List a course or experience in which the skill is performed** | Directions &  Examples  **Learning Activity Example** |
| Diversity, Equity and Inclusion: Identifying cultural bias | Management Experience | Choose an ethnic group and, based on the food habits of the group, write a menu for one meal, shop for ingredients and prepare the meal. During a cultural pot-luck day, present the meal and information about the food habits of the ethnic group. Write a self-reflection on bias related to the individual cooking experience and the pot-luck meal experience and presentations. |
| Health Screening Assessments: Measure Blood Pressure | Community Experience | Measure blood pressure of participants in the annual wellness event at the local community center. |

**<Name of your program goes here>**

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| --- | --- | --- |
| **Populations/Cultures** | **List a course or experience in which the populations and/or cultures are covered** | **Learning Activity Example** |
| Infants |  |  |
| Children |  |  |
| Adolescents |  |  |
| Adults |  |  |
| Pregnant & Lactating Females |  |  |
| Older Adults |  |  |
| Examples of other populations and diverse cultures |  |  |
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**<Name of your program goes here>**

**GP Summary of Learning Activities (Required Element 3.2)**

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| --- | --- | --- |
| **Conditions or Disease States** | **List a course or experience in which the condition or disease state is covered** | **Learning Activity Example** |
| Overweight & Obesity |  |  |
| Disordered Eating |  |  |
| Developmental Disorders |  |  |
| Intellectual Disorders |  |  |
| Behavioral Health Disorders |  |  |
| Neurological Disorders |  |  |
| Endocrine Disorders |  |  |
| Cancer |  |  |
| Malnutrition |  |  |
| Cardiovascular Disease |  |  |
| Gastrointestinal Disease |  |  |
| Renal Disease |  |  |
| Other |  |  |
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| **Skills** | **List a course or experience in which the skill is performed** | **Learning Activity Example** |
| **Diversity, Equity and Inclusion Skills** |  |  |
|  |  |  |
| **Health Screening Assessments** |  |  |
| Measure blood pressure |  |  |
| Conduct waived point-of-care laboratory testing (such as blood glucose or cholesterol) |  |  |
| Recommend and/or initiate nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation) |  |  |
| **Instruction** |  |  |
| Provide instruction to clients/patients for self-monitoring blood glucose; consider diabetes medication and medical nutrition therapy plan |  |  |
| **Nasogastric or Nasoenteric Feeding Tubes** |  |  |
| Explain the steps involved and observe the placement of NG or nasoenteric feeding tubes |  |  |
| If available, assist in the process of placing NG or nasoenteric feeding tubes |  |  |
| **Swallow Screen** |  |  |
| Conduct a swallow screen |  |  |
| Refer to the appropriate health care professional for full swallow evaluation when needed |  |  |