



To determine whether your Practical Training is equivalent to an accredited internship/practicum in Canada, you are requested to provide information from the education institution about the programs curriculum and evaluation system. This should include details about the competencies or learning outcomes on which the program is based, the length and type of rations and descriptions of the types of activities performed.

The following table outlines the assessment standards and criteria which will be used to evaluate the equivalence of your practical training.

### Internship/Practicum Formal Programs – Standards Worksheet

Standards	Criteria	CDO assessment	
		Met	Not Met
1. The program is aligned to the current Canadian standards, and considers advances in technology, and issues related to the profession.	<p>The Panel will use documentation from education institution to assess whether:</p> <ol style="list-style-type: none"> <li>the nature of the learning activities would enable the applicant to achieve and demonstrate the entry-level proficiency in the performance of the <a href="#">Integrated Competencies for Dietetic Education and Practice</a> (ICDEP)</li> <li>the range of activities provided the applicant with sufficient opportunity to assess, plan, implement, evaluate</li> <li>the applicant demonstrated the ability to provide follow-up recommendations based upon the outcome of the evaluation for a project/client group.</li> </ol> <p><b>Definition of Entry-Level Proficiency</b></p> <ul style="list-style-type: none"> <li>When presented with routine situations, the entry-level dietitian performs relevant competencies in a manner consistent with generally accepted standards in the profession, without supervision or direction, and within a reasonable timeframe. The entry-level dietitian selects and performs competencies in an informed manner. The entry-level dietitian anticipates what outcomes to expect in a given situation, and responds appropriately.</li> <li>The entry-level dietitian recognizes unusual, difficult to resolve and complex situations which may be beyond their capacity. The entry level dietitian takes appropriate and ethical steps to address these situations, which may include seeking consultation, supervision or mentorship, reviewing research literature, or a referral.</li> </ul>		

Standards	Criteria	CDO assessment	
		Met	Not Met
2. The curriculum is logically constructed to achieve expected learning outcomes for students	<p>Information from the education institution will be evaluated to assess whether:</p> <ul style="list-style-type: none"> <li>• The program was of sufficient length (minimum 1300 hours)</li> <li>• The sequencing of experiences is appropriate for progressive student/intern learning. Flow of learning builds in complexity with reinforcement as required to achieve ICDEP.</li> <li>• Student/intern tasks during all stages of learning must contribute to meeting ICDEP in a meaningful way and be at an appropriate level of complexity.</li> <li>• The learning activity fosters progressive learning and development of analytical/critical thinking skills.</li> <li>• The learning activities provide opportunities to develop professional and interprofessional skills.</li> <li>• The learning plan is adjusted, as necessary, to address any gaps or issues identified during the course of the practicum placements.</li> </ul>		
3. Evaluation of student/intern performance reflects achievement of the expected learning outcomes.	<p>Documentation about the program evaluation system should demonstrate that:</p> <ul style="list-style-type: none"> <li>• the applicant received feedback during and at the end each rotation.</li> <li>• information about the applicant's strengths and areas for further development were documented</li> <li>• the applicant's achievement of the learning outcomes or competencies was evaluated</li> <li>• the program plan was capable of being adjusted to ensure that any areas of weakness or concern identified during a placement are addressed in future placements.</li> <li>• the applicant's achievement of entry-level proficiency was monitored and evaluated</li> </ul>		
4. Individuals involved in providing practicum placements must be appropriately qualified and free from conflict of interest or bias.	<ul style="list-style-type: none"> <li>• Supervisors are academically and experientially qualified for their role in assisting in the achievement of the programs learning outcomes (for example, an RD working in Food Services Management for the past 5 years would not be a suitable preceptor for nutrition care competencies related to enteral and parenteral nutrition).</li> </ul>		