

## Independent Practicum – Standards Worksheet

Standards	Documents to Submit	Evaluation Criteria	CDO Assessment	
			Met	Not Met
<p>1. The program is aligned to the current Canadian standards, and considers advances in technology, and issues related to the profession.</p>	<p><b>Documents to Submit</b></p> <ol style="list-style-type: none"> <li><b>Placement Evaluation Form</b> for each rotation</li> <li><b>Master List of Competencies</b></li> <li><b>Activity Summary:</b> A summary of the activities completed in each placement experience (maximum 200 pages)</li> <li><b>Summary Evaluation Form</b> sent directly from the RD (or RDs) who supervised the final placement in each area of practice (Nutrition Care, Health Promotion and Food Services Management)</li> <li>Documentation of Currency of Dietetic Knowledge (if it has been more than 3 years since the applicant completed their undergraduate training)</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</li> </ul>	<p><b>Evaluation Criteria</b></p> <ol style="list-style-type: none"> <li>Master List of Competencies and the Placement Evaluation Forms will be used to identify whether the applicant has demonstrated all of the performance indicators outlined in the Integrated Competencies for Dietetic Education and Practice (ICDEP)</li> <li>The Panel will use the summary of activities and the final Summary Evaluation Forms to assess whether:             <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 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> </li> </ol>		

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	<p>competencies in an informed manner. The entry-level dietitian anticipates what outcomes to expect in a given situation, and responds appropriately</p> <ul style="list-style-type: none"> <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>			
2. The curriculum is logically constructed to achieve expected learning outcomes for students/interns.	<p><b>Documents to Submit</b></p> <ol style="list-style-type: none"> <li>Report completed by the applicant and the advisory dietitian, describing how the program was planned to address all of the Standards</li> <li><b>Master List of Placements</b></li> <li><b>Activity Summary:</b> Summary of the activities completed in each placement experience (also used to assess Standard 1, above)</li> <li>Description of the evaluation plan used during practicum</li> <li><b>Placement Evaluation forms</b> for each placement</li> <li><b>Summary Evaluation forms</b></li> </ol>	<p><b>Evaluation Criteria</b></p> <p>Both the Program Plan and the Summary of Activities will be evaluated to assess whether:</p> <ol style="list-style-type: none"> <li>The program was of sufficient length (minimum 1250 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</li> </ol>		

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		<p>learning and development of analytical/critical thinking skills</p> <p>5. The learning activities provide opportunities to develop professional and interprofessional skills</p> <p>6. The learning plan is adjusted, as necessary, to address any gaps or issues identified during the course of the practicum placements</p>		
<p>3. Evaluation of student/intern performance reflects achievement of the expected learning outcomes.</p>	<p><b>Documents to Submit</b></p> <ol style="list-style-type: none"> <li>1. <b>Placement Evaluation Forms</b> (also used with Standards 1 &amp; 2)</li> <li>2. <b>Master List of Competencies</b></li> <li>3. Description of evaluation plan used during practicum</li> <li>4. <b>Summary Evaluation Forms</b></li> </ol>	<p><b>Evaluation Criteria</b></p> <ol style="list-style-type: none"> <li>1. The evaluation plan should outline how the Placement Evaluation Forms are used to: <ul style="list-style-type: none"> <li>• provide the applicant feedback during and at the end each rotation</li> <li>• provide information about the applicant's strengths and areas for further development to the advisory dietitian</li> <li>• monitor the applicant's achievement of the ICDEP</li> <li>• adjust the program plan to ensure that any areas of weakness or concern identified during a placement are addressed in future placements</li> <li>• provide information to each new supervisor to help set learning goals</li> </ul> </li> </ol>		

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		<ul style="list-style-type: none"> <li>at the beginning of the rotation</li> <li>• monitor the applicant's achievement of entry-level proficiency</li> </ul> <ol style="list-style-type: none"> <li>2. Information in the completed evaluation forms should demonstrate that the evaluation plan was implemented. This gives the panel the confidence to accept the supervising dietitians' assessment of the student/intern's performance</li> <li>3. Evaluations reflect achievement of entry level proficiency</li> </ol>		
4. The individual responsible for directing the program is a dietitian who has the appropriate credentials.	<b>Documents to Submit</b> <ol style="list-style-type: none"> <li>1. Résumé or a summary of qualifications of the advisory dietitian, including their CDO registration number</li> </ol>	<b>Evaluation Criteria</b> The advisory dietitian is registered with the College of Dietitians of Ontario or other Canadian dietetic regulatory body, has been practicing for at least 5 years and has had previous experience with interns or practicum students		
5. Individuals involved in providing practicum placements must be appropriately qualified and free from conflict of interest or bias.	<b>Documents to Submit</b> <ol style="list-style-type: none"> <li>1. <b>Master list of Placements</b> with names, signatures and regulatory body registration number for all supervisors</li> <li>2. Résumé for each supervisor, outlining their education and professional experience</li> <li>3. <b>Conflict of Interest Declaration Form</b></li> </ol>	<b>Evaluation Criteria</b> <ol style="list-style-type: none"> <li>1. Supervisors are academically and experientially qualified for their role in assisting in the achievement of the ICDEP (for example, an RD working in Food Services Management for the past 5 years would not be a suitable supervisor</li> </ol>		

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	completed by each supervisor	<p>for nutrition care competencies related to enteral and parenteral nutrition unless they can demonstrate that they have done other activities to maintain sufficient competence in this area)</p> <p>2. In choosing supervisors, the advisory dietitian and the applicant must ensure that no supervisors are used who have a personal relationship with the applicant which could interfere (or appear to interfere) with the supervisor's ability to supervise the applicant and provide a fair and unbiased evaluation of the applicant's competence. Any personal relationship (e.g. family, dating, friendship, business) which pre-dates or develops during the applicant's training would be perceived to impact the objectivity and impartiality of the supervisor and should be avoided</p>		