

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>	<ol style="list-style-type: none"> Placement Evaluation Form for each rotation. Master List of Competencies. Activity Summary: A summary of the activities completed in each placement experience (maximum 200 pages). Summary Evaluation Form sent directly from the RD (or RDs) who supervised the final placement in each core area of practice (Nutrition Care, Population and Public Health, and Food Services Management). Documentation of Currency of Dietetic Knowledge (if it has been more than 3 years since the applicant completed their undergraduate training). <p>Definition of Entry-Level Proficiency</p> <ul style="list-style-type: none"> 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 	<ol style="list-style-type: none"> Placement Evaluation Forms and the Master List of Competencies will be used to identify whether the applicant has demonstrated all the performance indicators outlined in the Integrated Competencies for Dietetic Education and Practice (ICDEP). The panel will use the Activity Summaries and the final Summary Evaluation Forms to assess whether: <ol style="list-style-type: none"> the nature of the learning activities would enable the applicant to achieve and demonstrate the entry-level proficiency in the performance of the ICDEP. the range of activities provided the applicant with sufficient opportunity to assess, plan, implement, and evaluate. the applicant demonstrated the ability to provide follow-up recommendations based upon the outcome of the evaluation for a project/client group. 		

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	<p>performs competencies in an informed manner. The entry-level dietitian anticipates what outcomes to expect in each situation and responds appropriately.</p> <ul style="list-style-type: none"> 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, mentorship, reviewing research literature, and/or a referral. 			
2. The curriculum is logically constructed to achieve expected learning outcomes for students.	<ol style="list-style-type: none"> Program Plan completed by the applicant and the Advisory Dietitian, describing how the program was planned to address all the competencies. Master List of Placements. Activity Summaries: Summary of the activities completed in each placement experience (also used to assess Standard 1, above). 	<p>Both the Program Plan and the Activity Summaries Activities will be evaluated to assess whether:</p> <ol style="list-style-type: none"> The program was of sufficient length (minimum 1250 hours). The sequencing of experiences is appropriate for progressive student learning. Flow of learning builds in 		

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	<ol style="list-style-type: none"> 4. Description of the evaluation plan used during practicum. 5. Placement Evaluation forms (also used to assess Standard 1, above). 6. Summary Evaluation forms (also used to assess Standard 1, above). 	<ol style="list-style-type: none"> complexity with reinforcement as required to achieve ICDEP. 3. Student tasks during all stages of learning must contribute to meeting ICDEP in a meaningful way and be at an appropriate level of complexity. 4. The learning activity fosters progressive learning and development of analytical/critical thinking skills. 5. The learning activities provide opportunities to develop professional and interprofessional skills. 6. The learning plan is adjusted, as necessary, to address any gaps or issues identified during the practicum placements. 		
3. Evaluation of student performance reflects achievement of the expected learning outcomes.	<ol style="list-style-type: none"> 1. Placement Evaluation Forms (also used with Standards 1 & 2). 2. Master List of Competencies (also used with Standard 1). 	<ol style="list-style-type: none"> 1. The evaluation plan should outline how the Placement Evaluation forms are used to: 		

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	<p>3. Description of evaluation plan used during practicum (also used with Standard 2).</p> <p>4. Summary Evaluation Forms (also used with Standards 1 & 2).</p>	<ul style="list-style-type: none"> • provide the applicant feedback during and at the end of each rotation; • provide information to the Advisory Dietitian about the applicant's strengths and areas for further development; • monitor the applicant's achievement of the ICDEP; • adjust the program plan to ensure that any areas of weakness or concern identified during a placement are addressed in future placements; • provide information to each new supervisor to help set learning goals at the beginning of the rotation; and • monitor the applicant's achievement of entry-level proficiency. <p>2. Information in the completed evaluation forms should demonstrate that the evaluation plan was implemented. This gives the panel the confidence to accept</p>		

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		<p>the supervising dietitians' assessment of the student's performance.</p> <p>3. Evaluations reflect achievement of entry-level proficiency.</p>		
4. The individual responsible for directing the program is a dietitian who has the appropriate credentials.	1. Résumé or a summary of qualifications of the Advisory Dietitian, including their CDO registration number.	The Advisory Dietitian is compliant with College Policy 2-12: Criteria for Practicum Advisory Dietitians .		
5. Individuals involved in providing practicum placements must be appropriately qualified and free from conflict of interest or bias.	<ol style="list-style-type: none"> Master list of Placements with names, signatures, and regulatory body registration number for all supervisors. Résumés for each supervisor, outlining their education and professional experience. Conflict of Interest Declaration Form completed by each supervisor. 	All Supervisors must be in compliance with College Policy 2-11: Approving Supervisory Dietitians . Supervisors must be 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 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).		