

## 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"> <li>1. <b>Placement Evaluation Form</b> for each rotation.</li> <li>2. <b>Master List of Competencies.</b></li> <li>3. <b>Activity Summary:</b> A summary of the activities completed in each placement experience (maximum 200 pages).</li> <li>4. <b>Summary Evaluation Form</b> 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).</li> <li>5. Documentation of <b>Currency of Dietetic Knowledge</b> (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</li> </ul>	<ol style="list-style-type: none"> <li>1. 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 <a href="#">Integrated Competencies for Dietetic Education and Practice</a> (ICDEP).</li> <li>2. The panel will use the Activity Summaries and the final Summary Evaluation Forms to assess whether: <ol style="list-style-type: none"> <li>a. 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>b. the range of activities provided the applicant with sufficient opportunity to assess, plan, implement, and evaluate.</li> <li>c. 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>		

*Adapted from the Partnership for Dietetic Education and Practice Accreditation Standards for Dietetic Education Programs in Canada, 1994, which have been assessed as equivalent to Equal's Accreditation Standards.*

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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"> <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, mentorship, reviewing research literature, and/or a referral.</li> </ul>			
2. The curriculum is logically constructed to achieve expected learning outcomes for students.	<ol style="list-style-type: none"> <li>Program Plan completed by the applicant and the Advisory Dietitian, describing how the program was planned to address all the competencies.</li> <li><b>Master List of Placements.</b></li> <li><b>Activity Summaries:</b> Summary of the activities completed in each placement experience (also used to assess Standard 1, above).</li> </ol>	<p>Both the Program Plan and the Activity Summaries 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 learning. Flow of learning builds in</li> </ol>		

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	<ol style="list-style-type: none"> <li>4. Description of the evaluation plan used during practicum.</li> <li>5. <b>Placement Evaluation forms</b> (also used to assess Standard 1, above).</li> <li>6. <b>Summary Evaluation forms</b> (also used to assess Standard 1, above).</li> </ol>	<ol style="list-style-type: none"> <li>complexity with reinforcement as required to achieve ICDEP.</li> <li>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.</li> <li>4. The learning activity fosters progressive learning and development of analytical/critical thinking skills.</li> <li>5. The learning activities provide opportunities to develop professional and interprofessional skills.</li> <li>6. The learning plan is adjusted, as necessary, to address any gaps or issues identified during the practicum placements.</li> </ol>		
3. Evaluation of student performance reflects achievement of the expected learning outcomes.	<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> (also used with Standard 1).</li> </ol>	<ol style="list-style-type: none"> <li>1. The evaluation plan should outline how the Placement Evaluation forms are used to:</li> </ol>		

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	<p>3. Description of evaluation plan used during practicum (also used with Standard 2).</p> <p>4. <b>Summary Evaluation Forms</b> (also used with Standards 1 &amp; 2).</p>	<ul style="list-style-type: none"> <li>• provide the applicant feedback during and at the end of each rotation;</li> <li>• provide information to the Advisory Dietitian about the applicant's strengths and areas for further development;</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 at the beginning of the rotation; and</li> <li>• monitor the applicant's achievement of entry-level proficiency.</li> </ul> <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 <a href="#">College Policy 2-12: Criteria for Practicum Advisory Dietitians</a> .		
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"> <li><b>Master list of Placements</b> with names, signatures, and regulatory body registration number for all supervisors.</li> <li>Résumés for each supervisor, outlining their education and professional experience.</li> <li><b>Conflict of Interest Declaration Form</b> completed by each supervisor.</li> </ol>	All Supervisors must be in compliance with College <a href="#">Policy 2-11: Approving Supervisory Dietitians</a> . 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).		