

**SITE VISIT  
SUMMARY REPORT**

**Commission on  
Accreditation for  
Dietetics Education**

the accrediting agency for the  
**eat right.** American Dietetic  
Association

**2008 ERAS**

Program Title Dietetic Internship

Sponsoring Institution Central Washington University

Address Ellensburg, WA

Program Director Linda R. Cashman, MS, RD, CD

**Dietetic Internship**

Current Enrollment		Maximum Annual Enrollment	
Degree	Non Degree	Degree	Non Degree
	8		10

Degree Granted:	None	Program Length:	Full Time: 13 months	Part Time:
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Date of Site Visit February 8-10, 2009

Site Visitors Linda O. Young, MS, RD, LMNT  
(Lead)

Betty J. Larson, EdD, RD, LRD  
(Accompanying)

Christine A. Hartney, MS, RD, LDN  
(Accompanying)

## **DIETETIC INTERNSHIP**

### **INTRODUCTION:**

Central Washington University (CWU), located in Ellensburg, WA, is a one of six state-supported institutions offering baccalaureate and graduate degrees. CWU was established in 1890 as Washington State Normal School and transitioned to Central Washington University in 1977. The university is located in a rural community of about 17,000 residents and has an enrollment of approximately 10,000 students. CWU is accredited by Northwest Commission on Colleges and Universities.

The Dietetic Internship (DI) is housed in the Department of Health, Human Performance, and Nutrition within the College of Education and Professional Studies (CEPS). The department also sponsors a Commission on Accreditation for Dietetics Education (CADE) accredited Didactic Program in Dietetics (DPD). The DPD and DI site visits were conducted concurrently. The program was established in 1992 and was most recently accredited in 1997. With this self-study and site visit, the program is seeking continued accreditation from CADE for a certificate program Dietetic Internship enrolling ten interns annually and a Community Nutrition concentration.

### **PROGRAM STRENGTHS:**

- Diversity of professional experiences provided in a variety of professional settings
- Dedicated preceptors committed to their role in contributing to the professional development of dietetic interns
- Coordination and involvement in the development and implementation of a community wellness activity (Family Field Day) which provides the opportunity for interns to collaborate together to manage an event
- Strong administrative support

**STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT**

The Dietetic Internship Program (DI) clearly states a mission, goals, expected program outcomes and assessment measures. The DI implements a systematic continuous evaluation process, including assessing expected versus actual program outcomes and achievement of goals; and uses the results to take action to maintain or improve program effectiveness.

<b>Criterion</b>	<b>Evidence of Compliance</b>
<p>1.1 The Dietetic Internship Program has a mission that distinguishes it from every other program in the organization, is compatible with the mission statement or philosophy of the sponsoring organization and is consistent with the preparation of entry-level registered dietitians.</p>	<p>1.1 The program has a mission that is separate and distinct from every other program in the university, is compatible with the mission of the university and college, and is consistent with the preparation of entry-level RDs.</p> <p>CWU Mission: Central Washington University’s mission is to prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives. Faculty, staff, students, and alumni serve as an intellectual resource to assist central Washington, the state, and the region in solving human and environmental problems.</p> <p>CEPS Mission: The mission of the college is to prepare competent, enlightened citizens who will enhance their respective professions, commit themselves to socially responsible leadership, and help develop the global economy in a spirit of cooperation.</p> <p>DI Mission: The mission of the DI at CWU is to prepare competent entry level dietetic practitioners by providing academic and supervised practice experiences that satisfy the requirements for eligibility to take the exam to become a registered dietitian and promote the development of life-long learners.</p> <p>The mission of the program is congruent with the mission of the university and the college in the intent of quality and practical learning, promoting life-long learning, and developing responsible individuals that will contribute to their respective professions.</p> <p>The program appears to be in compliance with criterion 1.1.</p>
<p>1.2 The DI has goals that reflect the program’s mission and are accomplished through activities conducted by the faculty, preceptors and graduates.</p>	<p>1.2 The program has established the following program goals that reflect the program’s mission.</p> <p>1. Graduate competent entry-level practitioners who obtain</p>

	<p>employment in dietetics-related fields.</p> <ol style="list-style-type: none"> <li>2. Produce graduates committed to life-long learning.</li> <li>3. Provide dietetic internship preceptors with support, which enables them to function effectively in their roles.</li> </ol> <p>It was verified on site that the Advisory Committee meets regularly and provides input into the program which impacts the development and achievement of program goals. Advisory Committee and faculty meeting minutes were viewed on site.</p> <p>Onsite the program director commented on the challenge of assessing the achievement of Goal Two: Produce graduates committed to life-long learning. In addition, the review team discussed the possibility of developing a program goal tied to the concentration area in community nutrition with the program director.</p> <p>The program appears to be in compliance with criterion 1.2.</p>
<p>1.3 The DI has established expected program outcomes with appropriate target measures to assess achievement of each of the program's goals. Each outcome measure is aligned to one or more of the program goals. Expected program outcome measures <i>must</i> include, but are not limited to, the following:</p> <ol style="list-style-type: none"> <li>1.3.1 Program completion Percentage of interns enrolled in the DI program that is expected to complete all program requirements within 150% of the time planned for completion</li> <li>1.3.2 Graduate employment Employment Rate: Over a five-year period, 70% or more of DI graduates who sought employment in dietetics will be employed within three months of program completion.</li> <li>1.3.3 Pass rate of first-time test takers on the registration examination Over a five-year period, the pass rate for DI graduates taking the registration examination for the first time will be at least 80%.</li> <li>1.3.4 Other measures of graduate and program performance appropriate to assess the full intent of the program mission and goals (such as employer satisfaction, graduate school acceptance rates, contributions to the community, professional leadership)</li> </ol>	<p>1.3 The program has established outcomes with target measures to assess achievement of each program goal. All CADE required outcomes as defined in criteria 1.3.1-1.3.4 are included.</p> <ol style="list-style-type: none"> <li>1. Graduate competent well-prepared entry-level practitioners who obtain employment in dietetics-related fields. <ul style="list-style-type: none"> <li>• 90% of interns will complete the program within 21 months of enrollment</li> <li>• 90% of interns who seek employment will be employed in dietetics related fields within 3 months of program completion</li> <li>• 80% of the first-time test takers (over the past five years) will pass the registration exam</li> <li>• 90% of graduates will rate themselves as competent when surveyed one year after graduation</li> <li>• 90% of employers will rate graduates as competent when surveyed one year after graduation</li> </ul> </li> <li>2. Produce graduates committed to life-long learning. <ul style="list-style-type: none"> <li>• 25% of graduates will pursue an advanced degree in nutrition or related field</li> <li>• 90% of graduates will report pursuing certification or participating in continuing education activities when surveyed</li> </ul> </li> </ol>

	<p>one year after graduation</p> <p>3. Provide dietetic internship preceptors with support, which enables them to function effectively in their roles.</p> <ul style="list-style-type: none"> <li>• 90% of dietetic internship preceptors will report that they are satisfied with the support they receive when surveyed each year.</li> </ul> <p>It was verified onsite that the goals and outcome measures were determined based on discussions among faculty, administrators, and the Advisory Committee.</p> <p>The program appears to be in compliance with criterion 1.3.</p>
<p>1.4 The DI has a written plan for ongoing assessment of the program’s mission, goals and expected outcomes that includes the following:</p> <p>1.4.1 Each program goal and the outcome measures that will be used to assess achievement of the goal</p> <p>1.4.2 Qualitative and/or quantitative data needed to determine if expected outcome measures have been achieved</p> <p>1.4.3 Groups from which data will be obtained; internal stakeholders (such as interns, graduates, administrators, faculty, preceptors) and external/those not involved with the program (such as employers, practitioners, dietetics education program directors, faculty from other disciplines) must be represented</p> <p>1.4.4 Assessment methods that will be used to collect the data</p> <p>1.4.5 Individuals responsible for ensuring data are collected</p> <p>1.4.6 Timeline for collecting the necessary data</p>	<p>1.4 The program has a written assessment plan in place to ensure ongoing assessment of the program’s mission, goals and expected outcomes. The program assessment plan includes each program goal with outcomes aligned to the program goal (1.4.1); data needed (1.4.2); groups from which data will be obtained (1.4.3); assessment methods (1.4.4); individuals responsible for data collection (1.4.5); and timeline for data collection (1.4.6).</p> <p>The team reviewed samples of survey instruments including: graduate intern survey, graduate employment survey, employer survey, and preceptor surveys.</p> <p>Review and summary of assessment results are reported on a regular basis to the Food Science and Nutrition faculty and the Advisory Committee.</p> <p>The Advisory Committee consists of 14 individuals, both internal and external to the program. On site the review team met with five members of the Advisory Committee via a conference call. They confirmed that the Advisory Committee is involved in major decisions regarding the program.</p> <p>The program appears to be in compliance with criterion 1.4.</p>
<p>1.5 The DI has implemented the assessment process on a continuous basis and provides evidence of the following.</p> <p>1.5.1 Data on actual program outcomes for each track or option are collected, summarized and analyzed by comparing actual outcomes</p>	<p>1.5 The program has implemented an ongoing assessment process. Evidence was provided that the assessment plan has been implemented and that data is collected on a continuous and regular basis.</p>

<p>with expected outcomes according to the timeline in the assessment plan.</p> <p>1.5.2 Data analysis is used to assess the extent that expected program outcomes and goals are being achieved.</p>	<p>1.5.1 Evaluation is on-going with data collected, summarized and analyzed. Samples of completed surveys were reviewed on site and provided evidence of implementation of assessment strategies as identified in the assessment plan.</p> <p>1.5.2 Data analysis reveals that 87.5 % of interns finished within 21 months (target measure of 90%); 90% of graduates seeking employment were employed within three months of program completion (target measure of 90%); 82% (2004-2008) of first-time tests takers have passed the RD exam; 100% of graduates rated themselves as competent when surveyed one year after graduation (target measure of 90%); 100% of employers rated graduates as competent (target measure of 90%); 31% of graduates have pursued an advanced degree in nutrition or related field (target measure of 25%); 86% of graduates reported pursuing certification or participating in continuing education activities (target measure of 90%); 88% of preceptors reported adequate support from the DI director (target measure of 90%). The three responses that indicated inadequate support were from preceptors in the MNT rotation.</p> <p>The program appears to be in compliance with criterion 1.5.</p>
<p>1.6 Results of the assessment process are used to identify strengths and areas for improvement relative to components of the DI, including policies, procedures, curriculum, preceptors and resources based on achievement of expected program outcomes and goals.</p> <p>1.6.1 Actions are taken to maintain program strengths and address areas for improvement identified through the assessment process.</p> <p>1.6.2 Short- and long-term strategies are planned to maintain or improve program effectiveness and achievement of expected program outcomes and goals in future years.</p> <p>1.6.2.1 If the pass rate is less than 80% for first-time test takers over a five-year period, the DI implements and monitors a plan of action that addresses program components, including policies, procedures, curriculum and methods of assessing intern learning as they progress through the program, to improve graduate performance.</p>	<p>1.6 It was verified onsite that program strengths and areas for improvement and the short- and long-term strategies were developed as a result of the evaluation process.</p> <p>Program identified strengths include the length of time taken by intern graduates to complete the program; rate and length of first employment in dietetics related fields; pass rate for first-time test takers on the RD exam; graduate and employer rated preparedness and competency for their first job; graduate intern rate of pursuing advanced degrees in nutrition or related field.</p> <p>The areas that the expected program outcomes were not achieved include: completion rate of interns entering the program, number of graduate interns who pursue certification or continuing education activities one year after completion; and preceptor satisfaction with the support they receive.</p>

1.6.2.2 If other expected outcome measures are not achieved, the DI implements and monitors strategies to improve results

1.6.3 Costs to accomplish short and long term strategies are included in the budgeting process.

1.6.1 Changes that have been made from formal and informal program assessment: internship curriculum was changed from 40 weeks of supervised practice to 37 weeks to allow for more realistic and effective use of facilities and to better reflect the academic calendar; program director has scheduled a full day in the MNT rotation with interns the first week or two in the rotation; additional time during seminar has been dedicated to review for the RD exam; change in National Nutrition Month group activity to foster collaboration with other community organizations; DI Manual is made available on Blackboard to allow for timely and regular updates; sites for supervised practice have been routinely reviewed; changes in practice sites as needed to meet the needs for eight dietetic interns.

1.6.2 The program has planned short- and long-term strategies to ensure achievement of the expected outcomes and goals. Short-term strategies include investigate additional sites for supervised practice to offer more flexibility in student location; provide increased preceptor training and resources/support, including a Preceptor Guide/Manual; develop or assess additional preparation materials for MNT rotations; increased emphasis on ADA membership and utilization of self-assessment and completion of the Professional Development Portfolio Process; monitor completion rate and reasons interns drop/leave the internship. Long-term strategies include explore the option of DI coordinators for the three geographic areas; continue to monitor /evaluate program quality and the attainment of goals and outcomes; increase site availability to allow placement of ten interns each year.

1.6.2.1 Although the program has a first time pass rate of 80% it still strives to improve the pass rate. Strategies implemented to improve the pass rate include: review of the program curriculum; areas of identified needs are addressed as part of rotation assignments and supervised practice activities; two sets of new materials for review prior to the RD Exam have been purchased and made available to interns.

1.6.2.2 Additional strategies to address outcome measures that have not been achieved include: program will continue to gather data relative to assessment of intern involvement in continuing education and certification efforts. Activities underway to increase preceptor

	<p>satisfaction with DI Director support include assessment and exploration of changes in MNT preparation of interns and change in schedule; annual meetings with preceptors; and providing access to the CWU library for preceptors.</p> <p>1.6.3 The self-study narrative discusses budget considerations to accomplish short and long term strategies. Most of them can be achieved within the current budget and resources. The addition of DI coordinators would require additional funds.</p> <p>Minutes of Advisory Committee meetings and Faculty meetings indicate that results from program assessment are shared with these constituencies and their input is sought.</p> <p>The program appears to be in compliance with criterion 1.6.</p>
<p>1.7 Programmatic planning and outcomes assessment is integrated with institutional planning and assessment.</p>	<p>1.7 The program demonstrated that program planning and outcomes assessment is integrated with institutional planning and assessment. The Student Learning Outcome Assessment 2007-2009 Executive Summary was provided in the self-study and the institutional report from December 2008 was available onsite. The assessment of student learning outcomes for the program are shared and become part of the assessment at the college and institution level.</p> <p>The program appears to be in compliance with criterion 1.7.</p>



## STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES

The Dietetic Internship Program (DI) has a planned curriculum based on the program's environment, mission, goals and expected outcomes. The curriculum supports achievement of student learning and expected competence of the graduate.

Criterion	Evidence of Compliance
<p>2.1 The DI curriculum is planned to provide learning activities to attain all the Competencies (Appendix A) defined to enter practice as a registered dietitian.</p> <p>2.1.1 Supervised practice and didactic learning activities prepare interns for professional practice with patients/clients with various conditions, including but not limited to weight management and obesity, diabetes, cancer; and cardiovascular, gastrointestinal and renal diseases</p> <p>2.1.2 Supervised practice and didactic learning activities prepare interns to implement the nutrition care process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and the elderly</p> <p>2.1.3 Supervised practice and didactic learning activities prepare interns to implement all nutrition interventions defined in the nutrition care process (food and/or nutrient delivery, nutrition education, nutrition counseling and coordination of nutrition care)</p> <p>2.1.4 Supervised practice learning activities occur in various settings, including acute care and critical care, outpatient, long-term care, a wellness program, public health/community (must include schools and WIC) and others determined by the program</p>	<p>2.1 The program has identified strategies for the incorporation of learning experiences to cover the breadth of diagnoses, populations and types of nutrition programs as identified in 2.1.1-2.1.4.</p> <p>2.1.1 In addition to experiences in clinical rotations, case studies are used for interns to learn about nutrition therapy for various medical conditions including metabolic stress, pregnancy, lactation, hypertension, obesity, diabetes, chronic/acute pancreatitis, irritable bowel disease, cirrhosis with encephalopathy, and renal disease (chronic and dialysis patients). Interns also complete a research project on the use of complementary and alternative medicine therapies that incorporates the use of ADA's Evidence Analysis Library. Additionally, oncology exposure is provided in the Community Services rotation as well as in assignments turned into preceptors.</p> <p>2.1.2 Intern exposure to diverse cultures depends on the geographic location where the intern completes the supervised practice rotations, but each group works with at least two diverse cultures during their supervised experience. (Native American, Asian, Russian, Hispanic, Sudanese, Middle Eastern). Opportunities to work with adults and elderly patients are provided in the acute/critical care setting. Interns work with infants and children in the community setting.</p> <p>2.1.3 The program director stated that interns receive exposure to the Nutrition Care Process and Standardized Language in a classroom setting in NUTR 541 Applications in Dietetics (taken the summer before they begin supervised practice rotations) and in seminars during the nine month supervised practice experience. Preceptors at the supervised practice sites do not use standardized language which makes it difficult for students to put into practice what they learn in class. To address this, the program director has developed care plans for interns to complete (3-5 care plans during the 11 week MNT rotations). These care plans</p>

	<p>require that intern incorporate PES statements in charting. Specific preceptor training to help preceptors become more comfortable with the nutrition care process has been discussed but not implemented at this time.</p> <p>2.1.4 Supervised practice occurs in a variety of settings including WIC facilities, school foodservice programs, and an eleven week Medical Nutrition Therapy rotation in a medical center or community hospital where they are exposed to acute and critical care and outpatient services. Interns receive extensive exposure and practice experience with WIC and School Food Service. Supervised practice experiences also include a two week rotation in long-term care with a consultant RD.</p> <p>The program appears to be in compliance with criterion 2.1.</p>
<p>2.2 In addition to the Competencies defined in Appendix A, the DI includes one, but not more than two, concentrations designed to begin development of the entry-level depth necessary for future proficiency in a particular area.</p> <p>2.2.1 The concentration area(s) is chosen on the basis of mission, goals, resources and expected learning outcomes</p> <p>2.2.2 Competencies and learning activities are developed by the DI for the concentration area(s) that build on the Competencies defined in Appendix A.</p>	<p>2.2 The program has established a Community Nutrition concentration and has identified three concentration competencies. The Community Nutrition concentration will be implemented with the internship class beginning June 2009.</p> <p>2.2.1 The Community Nutrition concentration is based on the many experiences provided to interns that are focused on community nutrition and the mission of the program and university. Projects used in the internship previously for National Nutrition Month and Nutrition Day will be adapted to the Community Nutrition concentration.</p> <p>The program director described plans to have interns work with a community service agency throughout the nine months of supervised practice to allow for more involvement with community agencies to strengthen the Community Nutrition concentration. In addition, the program director plans to investigate having interns complete an NIH continuing education module on how to market programs and match them to the community needs and stated that ties in the community that have developed as a result of the Family Field Day (i.e. Nutrition Day) event offers the potential for further community involvement. The partnerships made as part of this event have lead the Yakima Greenway Foundation to look into doing a series of one day events throughout the course of the summer. Interns are also used to provide support for</p>

	<p>community events to speak on nutrition.</p> <p>2.2.2 The program has identified the following emphasis competencies:</p> <ul style="list-style-type: none"> <li>• DI graduate will be able to plan, implement, and evaluate a health and wellness event for the community</li> <li>• The DI graduate will be able to develop collaborative relationships within the community</li> <li>• The DI graduate will be able to plan, implement, and evaluate presentations on nutrition topics for various populations including various ages and cultural groups.</li> </ul> <p>Each of the concentration area competencies builds upon the core competencies as they encourage teamwork, leadership, interdisciplinary work, nutrition education, program development, working with diverse cultures and nutrition therapy across lifespan.</p> <p>The program appears to be in compliance with criterion 2.2.</p>
<p>2.3 The DI curriculum plan includes the following:</p> <p>2.3.1 Identification of supervised practice rotations interns will complete to meet each of the Competencies defined in Appendix A and the program-defined competencies for the concentration area(s)</p> <p>2.3.2 Organized, sequential supervised practice rotations that logically progress from introductory learning activities and build on previous experience to achieve the expected competency upon completion of the program</p> <p>2.3.3 Culminating experiences (such as staff experience) to demonstrate entry-level competence</p> <p>2.3.4 A variety of educational approaches (such as field trips, role-playing, simulations, problem-based learning, classroom instruction) necessary for delivery of curriculum content, to meet learner needs and to facilitate expected learning outcomes</p> <p>2.3.5 Opportunities for interns to participate in interdisciplinary learning activities</p> <p>2.3.6 Opportunities for interns to develop collaboration, teamwork, problem solving, critical thinking and self-assessment skills; and personal and professional attitudes and values, ethical practice,</p>	<p>2.3 The program provided information describing the curriculum.</p> <p>2.3.1 The program provided a supervised practice rotation schedule. Interns are placed in supervised practice rotations based in three geographic locations, Yakima Valley, Wenatchee and Tri-Cities. The program provided a matrix aligning the 2008 ERAS with the supervised practice rotations. This matrix was labeled “Planned Experiences”; however, specific planned experiences for each competency were not defined in the matrix.</p> <p>2.3.2 During the summer prior to beginning supervised practice, interns complete NUTR 541 Applications in Dietetics, a course that covers medical terminology and case studies of patients with a variety of disease states. Interns begin supervised practice in the fall in either a Community or Food Service rotation. Interns travel to different supervised practice sites within the geographic area assignment. After completing one full rotation (either seven weeks or ten weeks) interns are scheduled for one of the remaining rotations. Due to staffing issues at supervised practice sites, as well as availability of sites, there is not a specific order in which the other rotations are completed. To address this, the program attempts to have interns build skills within the rotation based on assignments and learning experiences.</p>

cultural competence, leadership and decision-making skills

2.3.7 Supervised practice rotation descriptions with clearly defined objectives reflecting the breadth and depth of supervised practice and expected intern performance

2.3.3 A culminating experience is provided as the last two - three weeks of Medical Nutrition Therapy II rotation where the intern assumes the responsibilities of a clinical dietitian in the nutrition care of patients.

2.3.4 The program uses a variety of educational approaches to facilitate student learning outcomes. Field trips, case studies, and seminars are used during the didactic classes and supervised practice rotations. For example, interns take field trips to rotation sites prior to beginning supervised practice to increase their comfort and familiarity with supervised practice settings.

2.3.5 Interns participate in interdisciplinary learning activities, for example, during MNT rotations, interns attend interdisciplinary patient care meetings/rounds, meet with discharge planners, observe speech pathology complete a swallow evaluation, observe PEG placement, observe/present diabetes education class and spend a day with a sanitarian. Interns also attend local, regional and state dietetic association meetings.

2.3.6 Interns complete group projects that promote teamwork such as a themed meal, National Nutrition month project, wellness programs in community and work with other disciplines to provide nutrition therapy across a variety of settings. Exposure to diverse cultural groups allows interns to become aware of cultural differences in eating habits and beliefs. Interns are evaluated on professionalism, ethical practice and cultural competence during supervised practice.

2.3.7 In the self-study and on-site examples of sequential and integrated learning experiences in supervised practice rotations that facilitate intern competency at the depth and breadth expected were not provided. Conversations with the current class of interns, graduates of the internship program and preceptors (clinical, community, foodservice), confirmed that specific learning experiences to support the attainment of competencies were not identified.

The program needs to identify specific learning experiences to be completed by each intern at various practice sites that will clearly

	<p>communicate to interns and preceptors how attainment of a specific competency is to be achieved. In addition, an evaluation tool needs to be developed to accurately reflect the satisfactory completion of learning experiences and the extent to which each competency has been attained.</p> <p>The program must provide additional information to demonstrate compliance with criterion 2.3.</p>
<p>2.4 The DI program length, including planned number of supervised practice hours is based on the program mission and goals, conforms to commonly accepted practice in higher education and is consistent with intern learning outcomes.</p>	<p>2.4 The program length is based on the program mission and goals. The program includes 23 credit hours of graduate level didactic coursework and 1400 hours of supervised practice which is completed in 37 weeks. Interns are enrolled in didactic classes during the summers before and after the nine month supervised practice rotations. Interns also complete seminars (distance-based education) for two hours/week during the nine month supervised practice experience. The program director stated that the rotation hours are 40 hours/week with the exception of 32 hours in the community services week.</p> <p>Beginning with the 2009-2010 internship class a research project will replace the optional rotation week. The program director described plans to explore adding seminar topics on basic research principles during the first six weeks of supervised practice (4 hours of seminar lectures). One week would be devoted to this research process with the option of an additional week toward the end of the internship to complete data analysis and write up results.</p> <p>The graduate credit the interns earn can be counted toward a graduate degree and program graduates have the option of completing an additional 22 hours of course credit to earn a M.S. Degree.</p> <p>The program appears to be in compliance with criterion 2.4.</p>
<p>2.5 The DI has a written plan for ongoing assessment that demonstrates the process by which interns are regularly evaluated on their acquisition of the abilities necessary to attain each Competency specified in Appendix A and the program-defined competencies for the concentration area(s). The plan must include:</p> <p>2.5.1 Assessment methods that will be used</p>	<p>2.5 The program has developed a student learning outcomes assessment plan for each learning outcome defined in Appendix A of the 2008 ERAS as outlined in criteria 2.5.1-2.5.4. However, the following was noted regarding assessment of student learning.</p> <p>2.5.1 The program uses written evaluations completed by preceptors and</p>

<p>2.5.2 Supervised practice rotation(s) in which assessment occurs</p> <p>2.5.3 Individual responsible for ensuring assessment occurs</p> <p>2.5.4 Timeline for collecting the formative and summative assessment data</p>	<p>an intern portfolio for most feedback on intern performance. However, a review of the rotation evaluations currently in use determined that evaluations are not linked to the attainment of competencies so it is unclear how it is determined whether the intern has achieved the competency. A more specific evaluation instrument is needed to accurately reflect and communicate to the program director, preceptor, and intern the extent to which competency achievement has been attained.</p> <p>In addition, the program currently uses a portfolio as part of the end of rotation evaluation; however, this does not appear to effectively measure intern performance. On site completed intern end of rotation evaluations were made available. As discussed previously, the rotation evaluations do not reflect student attainment of specific competencies.</p> <p>The program is in the process of revising the evaluation forms to meet the 2008 ERAS for the 2009-2010 class to take into account the new competencies. These evaluations will need to clearly align student performance to the competency.</p> <p>The program has established a student learning outcomes assessment plan based on the 2008 ERAS. In the plan assessment methods have been identified for each of the competencies; however, assessment tools to document competency attainment are currently not available. To ensure the collection of formative and summative assessment data to determine extent of student learning outcome achievement, assessment strategies/tools need to be identified and developed.</p> <p>The program must provide additional information to demonstrate compliance with criterion 2.5.</p>
<p>2.6 The DI has implemented the process for assessing intern competencies/learning outcomes and provides evidence of the following:</p> <p>2.6.1 Data on actual intern learning outcomes are collected, aggregated, and analyzed by comparing to expected competencies/outcomes according to the timeline in the assessment plan.</p> <p>2.6.2 Analysis of aggregate data is used to evaluate the extent that expected</p>	<p>2.6</p> <p>The program director collects, aggregates and analyzes all data during each winter quarter from both formal preceptor evaluations and intern self-evaluations.</p> <p>2.6.1 The program provided data on the successful completion of didactic course work from 2004-2008 and assessment data based on student learning outcomes established for the 2002 ERAS.</p>

<p>intern competencies/learning outcomes are being achieved.</p>	<p>2.6.2 Analysis of learning outcome data from the past five years indicated that several areas needed to be reviewed such as conducting general health assessment, participating in business plan development, supervise community-based food and nutrition programs and participate in legislative and public policy processes as they affect food, food security, and nutrition.</p> <p>Based on these findings, the internship has identified a business plan development activity for interns, more wellness programs in the community have been targeted for intern involvement in nutrition education activities and include more public policy exposure in rotation assignments and objectives.</p> <p>The program appears to be in compliance with criterion 2.6.</p>
<p>2.7 Ongoing, formal review of the DI curriculum including supervised practice rotation objectives and content, length and educational methods occurs to maintain or improve educational quality.</p> <p>2.7.1 Curriculum review uses results of the intern learning and program outcomes assessment processes to determine strengths and areas for improvement</p> <p>2.7.2 Curriculum review includes awareness and integration of new knowledge and technology impacting dietetics practice</p> <p>2.7.3 Curriculum review includes assessment of comparability of educational experiences and consistency of learning outcomes when different delivery methods (such as distance education) or supervised practice sites are used to accomplish the same educational objectives</p> <p>2.7.4 Curriculum review results in actions to maintain or improve intern learning</p>	<p>2.7 The program's process for curriculum review includes reviewing the program completion rates, RD exam pass rates, Intern/graduate employment history, rotation evaluations, review of portfolio and intern/preceptor comments throughout the year. The results are summarized and presented to the Advisory Committee twice a year.</p> <p>2.7.1 In the past three years, the internship curriculum review has led to the following changes: updating rotation assignments with more current articles and resource material; clarifying written instructions for assignments to reduce confusion; reduction of supervised practice schedule from 40 to 37 weeks; and changes in site selection for rotations.</p> <p>2.7.2 The program has implemented new dietetics knowledge and technology during the past five years that includes: use of Blackboard Web-based software; supervised practice facilities now use electronic medical records; the Nutrition Care Process and Standardized language have been incorporated into seminar review. However, discussions with preceptors indicate the need for educational opportunities on the Nutrition Care Process and Standardized Language in order to get them more familiar with terminology and comfort so can effectively guide interns in the process.</p> <p>2.7.3 The program assesses the comparability of educational experiences</p>

that has resulted in selecting or excluding supervised practice sites.

2.7.4 The program uses curriculum review to take action to maintain or improve student learning. For example, curriculum review led to the development of a project in 2005 that started as a seminar and has evolved into a collaborative effort between interns and organizations throughout the community to promote wellness and nutrition. The project is now a learning opportunity used to meet the some of the competencies for the Community Nutrition concentration.

Although the self-study described the curriculum review process, conversations with preceptors (clinical, community, and food service) indicated that preceptor involvement in curriculum development, review, and revision is limited. In addition, it appears that the expectation of what interns should know as they begin the rotation, especially in relation to Medical Nutrition Therapy, versus what is learned as part of their experience is unclear. The program director stated that she has started to work with specific sites regarding these expectations.

The program needs to provide evidence that the curriculum review process allows for input from preceptors to ensure supervised practice rotation objectives and content, length and educational methods meet intern learning needs.

The program must provide additional evidence to demonstrate compliance with criterion 2.7.



### STANDARD THREE: PROGRAM MANAGEMENT

Management of the Dietetic Internship Program (DI) and availability of program resources are evident in defined processes and procedures. Fair, equitable, and considerate treatment of both prospective interns and those enrolled in the DI program is incorporated into all aspects of the program.

Criterion	Evidence of Compliance
<p>3.1 The director of the DI is a full-time employee of the sponsoring organization and has the authority, responsibility and sufficient time allocated to manage the program. The DI director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the DI director and approved by administration. DI director responsibilities include, but are not limited to the following:</p>	<p>3.1 The program director is a full-time employee of the university and has the authority and sufficient time to manage the program. The program director is allotted six quarter hours each quarter for program management and teaches an average of six quarter hours in the DPD program.</p> <p>The program provided a position description approved by administration which includes all the required responsibilities. The program director confirmed that she has adequate time to manage the program.</p> <p>The program appears to be in compliance with criterion 3.1.</p>
<p>3.1.1 Development of policies and procedures for effectively managing the DI and to ensure fair, equitable and considerate treatment of prospective and enrolled interns (such as program admission, retention and completion policies)</p>	<p>3.1.1 The program policies and procedures are reviewed annually by the program director, Nutrition and Food Sciences faculty, preceptors, and the Advisory Committee. The program director reviews policies and procedures with each new class of interns and provides them in electronic format on the Blackboard DI site.</p> <p>As indicated under 3.4, 3.5 and 3.8.3, additional policies and procedures need to be developed.</p> <p>The program must provide additional information to demonstrate compliance with criterion 3.1.1.</p>
<p>3.1.2 Intern recruitment, advisement, evaluation and counseling</p>	<p>3.1.2 The program director is responsible for the recruitment, advisement, evaluation and counseling of dietetic interns.</p> <p>The program director provides a forum for advisement and counseling of interns via the distance-learning seminar. Discussions with the current class of dietetic interns indicated that the program director's</p>

	<p>input into end of rotation evaluations is limited. The development of rotation evaluation tools specific to achievement of learning experiences/competencies will strengthen feedback to interns regarding the extent to which they are meeting the competencies.</p> <p>Interns indicated that program director feedback and assessment relative to portfolios completed at the end of each rotation is not provided on a timely basis. The program director confirmed that time constraints make timely feedback on portfolios challenging. The program director stated that she is in the process of reevaluating the role of the portfolios with plans to eliminate them. As more specific learning experiences are identified to meet each competency, the portfolios will no longer be necessary as they are currently used in the program.</p> <p>The program must provide additional information to demonstrate compliance with criterion 3.1.2.</p>
<p>3.1.3 Maintenance of DI accreditation, including timely submission of fees, reports and requests for major program changes</p>	<p>3.1.3 The program director is responsible for all aspects of the maintenance of CADE accreditation including submission of fees, annual reports and other accreditation documents.</p> <p>The program appears to be in compliance with criterion 3.1.3.</p>
<p>3.1.4 Maintenance of DI intern records, including transcripts and DPD verification statements for admission, rotation schedules and verification statements at completion; DI verification statements must be kept indefinitely</p>	<p>3.1.4 The program director is responsible for the maintenance of intern records. Intern records, including official final transcripts and Verification Statements, are kept in the program director's office and are maintained for a minimum of five years after completion of the program. However, DI verification statements must be kept indefinitely. The program needs to provide evidence of a policy addressing the distribution and retention of verification statements. A review of intern files demonstrated that outlined procedures have been followed. Files contained verification forms verifying DPD requirements have been met, Dietetic Internship verification statements and a final transcript demonstrating the attainment of a minimum of bachelor's degree and completed evaluation forms.</p> <p>The program needs to provide additional evidence to demonstrate compliance with criterion 3.1.4.</p>
<p>3.1.5 Maintenance of complaints about the DI received from interns or</p>	<p>3.1.5 Complaints from interns are received and handled consistent</p>

others, including disposition of the complaint	with university policy and procedures.  The program appears to be in compliance with criterion 3.1.5.
3.1.6 Ongoing review of DI curriculum to meet the accreditation standards	3.1.6 The program director is responsible for the ongoing review of all aspects of the DI curriculum based on results from formal and informal assessment. The assessment results are shared with the Food Science and Nutrition faculty and the Advisory Committee resulting in changes in the curriculum as necessary.  Information provided in the self-study and on site provided evidence of curriculum review and changes relative to the 2002 ERAS.  The program appears to be in compliance with criterion 3.1.6.
3.1.7 Communication and coordination with DI faculty, preceptors and others involved with the program	3.1.7 The program director is responsible for communication and coordination with DI faculty, preceptors and others involved with the program.  Onsite preceptors indicated that the program director responds to their concerns and issues related to intern performance. However, preceptors indicated that communication relative to learning experiences expected to be completed by dietetic interns to ensure attainment of the competencies is limited. Conversations with the program director confirmed that due to the nature of the distant rotation sites, communication with the preceptors can be a challenge. The Program Director plans to work with the preceptors in the identification of learning experiences to address achievement of each of the competencies.  The program needs to provide additional information to demonstrate compliance with criterion 3.1.7.
3.1.8 Facilitation of processes for continuous assessment of DI and intern learning outcomes	3.1.8 The program director facilitates the process for continuous assessment of program and learning outcomes through communication with DI faculty, preceptors, current and past interns, and the Nutrition Committee. Results from formal assessment are reviewed and discussed with Food Science and Nutrition faculty. Program changes are reviewed and discussed prior to implementation.  As discussed previously, assessment tools/evaluation instruments

	<p>need to be developed to ensure completion of desired learning experiences and determine extent of achievement of intern learning outcomes.</p> <p>The program needs to provide additional information to demonstrate compliance with criterion 3.1.8.</p>
<p>3.2 The DI has the administrative and financial support, learning resources, physical facilities and support services needed to accomplish its goals. The annual budget for the DI or other financial information, such as percentage of department budget allocated to support the program, is sufficient to produce the desired outcomes.</p>	<p>3.2 The program has administrative and financial support, learning resources, support services and physical facilities to support the program. Administrative support is provided through the Department of Health, Human Performance and Nutrition. The program is funded through state allocated funds, tuition and class fee revenues, and internship specific fees. Support services include the University's Academic Advising Center, Career Services, Student Support Services, and the University Writing Center. Faculty have access to a variety of resources to facilitate teaching and learning.</p> <p>The program appears to be in compliance with criterion 3.2.</p>
<p>3.3 The DI has a sufficient number of qualified preceptors to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice.</p>	<p>3.3 Through meetings with preceptors, it was verified onsite that the program has an adequate number of qualified preceptors to support the program. The number of preceptors is sufficient to provide a ratio of 1:1 preceptor to intern for each rotation.</p> <p>Each preceptor has an area of expertise contributing to depth and breadth of curriculum and diversity of practice; most of the preceptors are RDs.</p> <p>The program appears to be in compliance with criterion 3.3.</p>
<p>3.3.1 In addition to the DI director, other faculty are involved with the program, if the DI is sponsored by a university</p>	<p>3.3.1 In addition to the program director, the Food Science and Nutrition faculty teach the didactic classes required as part of the DI curriculum. Program courses are taught by faculty who have expertise in the content area covered in the course. Review of curriculum vitae for DI faculty provided on site demonstrated that faculty have appropriate background and education for their roles in the program.</p> <p>The program appears to be in compliance with criterion 3.3.1.</p>
<p>3.3.2 DI faculty, including the program director, meets the college/university's criteria for appointment if the DI is sponsored by</p>	<p>3.3.2 The program director meets CADE requirements of a minimum of a master's degree, current RD status and a minimum of three years</p>

<p>a university.</p>	<p>experience post credentialing in the field of nutrition and/or dietetics. All faculty meet the university's criteria for appointment.</p> <p>The program appears to be in compliance with criterion 3.3.2.</p>
<p>3.3.3 Primary preceptors are credentialed or licensed as appropriate to meet state and federal regulations for the area in which they are supervising interns and have a minimum of one year professional practice experience post credentialing.</p>	<p>3.3.3 Onsite it was verified and the program director confirmed that all primary preceptors have greater than one year of experience before they work with interns. RDs with less than one year of employment are supervised by the primary preceptor in the facility. Many are Certified Dietitians (CD) in Washington state. Preceptor selection is based on need, size of facility, and response from feedback provided by interns on preceptors, which is filled out after each rotation.</p> <p>The program appears to be in compliance with criterion 3.3.3.</p>
<p>3.3.4 Preceptors are provided orientation to the supervised practice rotation objectives and expected intern learning outcomes before assuming responsibilities; and ongoing training based on evaluation by the program director and feedback from interns</p>	<p>3.3.4 Although some group preceptor training has been provided in the past, a structured orientation to the supervised practice rotation objectives and expected learning outcomes is not provided. The program recognizes the need for more structured and routine preceptor training. Plans for a preceptor manual and annual preceptor training are in the process of development and implementation. In addition, preceptors have been encouraged to complete the CDR Web-based Preceptor Training.</p> <p>Discussions with preceptors indicated that a variance exists regarding communication and orientation related to supervised practice rotation objectives and expected student learning outcomes.</p> <p>The program needs to provide additional information to demonstrate compliance with criterion 3.3.4.</p>
<p>3.3.5 The DI director and preceptors show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, research or other activities leading to professional growth and the advancement of their profession</p>	<p>3.3.5</p> <p>The program director has routinely attended FNCE, area DEP meeting, WDA meeting, Yakima Valley Dietetic Meeting, in addition to other educational opportunities on the CWU campus and locally.</p> <p>Preceptors are active in attending FNCE, WDA and district/local dietetic association meetings. A number of preceptors are currently pursuing graduate education and various professional certifications. Some preceptors have the CNSD or CDE credential.</p>

	The program appears to be in compliance with criterion 3.3.5.
<p>3.4 The DI program has a policy and procedures for selecting and periodically evaluating adequacy and appropriateness of facilities, to ensure facilities are able to provide supervised practice learning experiences compatible with the competencies interns are expected to achieve.</p>	<p>3.4 The program described a process for selecting supervised practice facilities which includes the scope of experiences available and the professional competence of preceptors and intern evaluation of facilities and preceptors at the end of the rotation. However, a written policy and procedures for the selection and evaluation of supervised practice facilities was not provided and is needed.</p> <p>The program needs to provide additional information to demonstrate compliance with criterion 3.4.</p>
<p>3.5 The DI has a policy and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet the competencies. The procedures are implemented to accomplish the following:</p> <p>3.5.1 Agreements are signed by administrators with appropriate authority in advance of placing interns</p> <p>3.5.2 Agreements delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies</p>	<p>3.5 The program establishes written affiliation agreements for supervised practice rotations that are two weeks or longer. The agreements are maintained by the University's Office of Business Services and Contracts (OBSC) with copies maintained in the program director's office. Renewal of contracts is monitored by the BSC office. Most existing contracts renew on a year to year basis.</p> <p>The program appears to have a process in place to establish affiliation agreements. However, a written policy and procedure addressing the process was not provided and is needed. In addition, written agreements are required for any supervised practice site where competencies are being achieved, regardless of rotation length, so the procedures must ensure that this occurs even for rotations that are less than two weeks.</p> <p>The program needs to provide additional information to demonstrate compliance with criterion 3.5.</p>
<p>3.6 The DI provides clear, consistent and accurate information about all program components to prospective interns and the public at large.</p> <p>3.6.1 All information about the DI specified below is readily available to prospective interns and the public. If various print and electronic methods are used, such as a catalog, program bulletin, brochure and Web site, all of the information is in one place or each provides references to where the remaining information can be found.</p> <p>3.6.2 Information about the DI includes at least the following:</p> <p>3.6.2.1 Description of the program, including mission, goals and graduate outcomes that will be monitored for program effectiveness</p>	<p>3.6 Program information for prospective interns and the public is maintained on the program's Web site.</p> <p>3.6.1 The program's Web site does not contain all CADE required information. Limited information is provided in a program brochure that is distributed at recruitment events and mailed upon request. The brochure provides links to Web sites for further information.</p> <p>3.6.2 Some of the CADE required Web site information is either missing or inaccurate. Evidence, such as paper copies of the Web site pages that this information has been included is needed:</p> <ul style="list-style-type: none"> <li>• Mission, goals and graduate outcomes; in addition, the</li> </ul>

<p>3.6.2.2 Description of how the DI fits into the credentialing process to be a registered dietitian and state certification/licensure for dietitians, if applicable</p> <p>3.6.2.3 Cost to intern, such as estimated expenses for travel, housing, books, liability insurance, medical exams, uniforms and other DI-specific costs, in addition to application fees and tuition</p> <p>3.6.2.4 Availability of financial aid and loan deferments (federal or private) scholarships and/or other monetary support</p> <p>3.6.2.5 Accreditation status, including the full name, address, and phone number of CADE</p> <p>3.6.2.6 Admission requirements for all options for which the DI is accredited; if the DI is combined with graduate coursework or a graduate degree, graduate school admissions information is provided</p> <p>3.6.2.7 Academic and/or DI calendar or schedule</p> <p>3.6.2.8 Graduation and/or DI completion requirements for all options for which the DI is accredited</p> <p>3.6.2.9 Computer matching information</p>	<p>description of the program should include information about the Community Nutrition Concentration (3.6.2.1)</p> <ul style="list-style-type: none"> <li>• Description of the credentialing process references the ADA registration exam, CDR is the credentialing agency that administers the exam (3.6.2.2)</li> <li>• Although program cost information is provided, tuition costs from 2007-2008 were included and need to be updated to reflect current tuition costs (3.6.2.3)</li> <li>• Availability of financial aid and loan deferments (3.6.2.4)</li> <li>• The program has stated the accreditation status but does not include the full name, address, and phone number of CADE. (3.6.2.5) This information should be included as follows: The (program title) is currently granted continuing accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-0040 ext 5400.</li> <li>• Admission requirements stated indicate that a bachelor's degree in Dietetics or Food and Nutrition is required; however, CDR accepts any bachelor's degree from a U.S. regionally accredited institution (3.6.2.6)</li> <li>• Computer matching information, including information about the Web based process for registering for computer matching (3.6.2.9).</li> <li>• Lastly, the Web site includes information about a one-week optional experience; this should be updated as this experience has been replaced by a research project.</li> </ul> <p>The program plans to use the Web site as the location where all of the required information will be available. Prospective students will be referred to the Web site for information related to the program.</p> <p>The program must provide additional information to demonstrate compliance with criterion 3.6.</p>
<p>3.7 DI program policies, procedures and practices related to intern recruitment and admission comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity.</p>	<p>3.7 Procedures and practices for intern recruitment and admission comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity.</p>

	<p>Documents related to DI Program application are maintained on the DI Web site all applications that meet the admission requirements are screened and evaluated by the same process. Each application is reviewed by a minimum of three screeners using a scoring sheet with screener scores averaged. The top 30 applicants are invited for a 15 minute phone interview with the selection committee. The selection committee is composed of preceptors representing each of the major rotations.</p> <p>The program appears to be in compliance with criterion 3.7.</p>
<p>3.8 The DI has written policies and procedures that protect the rights of enrolled interns and are consistent with current institutional practice. Policies and procedures are provided to interns and include, but are not limited to the following.</p> <p>3.8.1 If the DI is sponsored by a university, policies and procedures required by institutional regional accreditation, ordinarily published in the university/college catalog or intern handbook</p> <p>3.8.1.1 Withdrawal and refund of tuition and fees</p> <p>3.8.1.2 Scheduling and program calendar, including vacation and holidays</p> <p>3.8.1.3 Protection of privacy of intern information</p> <p>3.8.1.4 Access to personal files</p> <p>3.8.1.5 Access to intern support services, including health services, counseling and testing and financial aid resources</p> <p>3.8.2 The non-university-based DI has its own policies and procedures to and provides them to interns in a DI handbook</p>	<p>3.8 The program has written policies and procedures that protect the rights of enrolled students and are consistent with current institutional practice. University policies as defined in 3.8.1.1-3.8.1.5 are available on the university Web site.</p> <p>Copies of the DI policies are provided to the interns in written format at the beginning of the internship and posted on the DI Blackboard site.</p> <p>The program appears to be in compliance with criterion 3.8.</p> <p>Criterion 3.8.2 does not apply.</p>
<p>3.8.3 Additional policies and procedures specific to the DI are provided in a DI handbook on a timely basis</p> <p>3.8.3.1 Insurance requirements, including those for professional liability</p> <p>3.8.3.2 Liability for safety in travel to or from assigned areas</p> <p>3.8.3.3 Injury or illness while in a facility for supervised practice</p> <p>3.8.3.4 Drug testing and criminal background checks if required by the supervised practice facilities</p> <p>3.8.3.5 Educational purpose of supervised practice to prevent the use of interns to replace employees</p>	<p>3.8.3 The program has developed DI specific policies and procedures. All required policies/procedures are provided except:</p> <ul style="list-style-type: none"> <li>• Insurance requirements, including those for professional liability. The policy states that students need to have liability insurance if the facility requires it; if the students don't want to obtain the insurance they can find an affiliation that does not require professional liability insurance. The program needs to determine whether liability insurance is a program requirement and clearly state this in its policies (3.8.3.1).</li> <li>• Injury or illness while in a facility for supervised</li> </ul>



<p>3.8.3.6 Filing and handling complaints from interns and preceptors that includes recourse to an administrator other than the DI director and prevents retaliation</p> <p>3.8.3.7 Assessment of prior learning and credit toward program requirements (coursework and/or experiential)</p> <p>3.8.3.7.1.1 If the DI grants credit or supervised practice hours for prior learning, it must define procedures for evaluating equivalency of prior education or experience to the knowledge and/or competencies covered by the courses or rotations for which the credit is granted.</p> <p>3.8.3.8 Formal assessment of intern learning and regular reports of performance and progress at specified intervals throughout the DI, such as within and at the conclusion of any given course, unit, segment or rotation of a planned learning experience</p> <p>3.8.3.9 DI retention and remediation procedures when intern performance does not meet criteria for progressing in the program</p> <p>3.8.3.10 Disciplinary/termination procedures</p> <p>3.8.3.11 Graduation and/or DI completion requirements for all options including maximum amount of time allowed to complete DI requirements</p> <p>3.8.3.12 Verification statement procedures ensuring that all interns completing requirements as established by the DI receive verification statements and are submitted to CDR for eligibility for the RD examination</p>	<p>practice (3.8.3.3)</p> <ul style="list-style-type: none"> <li>• Educational purpose of supervised practice to prevent the use of interns to replace employees (3.8.3.5)</li> <li>• Assessment of prior learning (self-study states that credit is not granted but there is no policy) (3.8.7.1.1)</li> <li>• Program completion requirements are provided but no maximum amount of time allowed to complete the DI program is specified (3.8.3.11)</li> <li>• Verification statement procedures (3.8.3.12)</li> </ul> <p>The program must provide additional information to demonstrate compliance with the criteria defined in 3.8.3.</p>
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