

**Central Washington University  
Dietetic Internship**

**Dietetic Internship Using the IP Standards**

**Program Assessment Report (PAR) for Continued Accreditation  
for**

**The Accreditation Council for Education in Nutrition and Dietetics (ACEND)**

February 1, 2014



The program is aware of and agrees to abide by the accreditation standards and policies and procedures established and published for accreditation by the Accreditation Council for Education in Nutrition and Dietetics.

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\*This form must be submitted with the application packet documenting compliance with ACEND's 2012 Eligibility Requirements and Accreditation Standards.

\*\*The Accreditation Council for Education in Nutrition and Dietetics will not process an application without the signature of the sponsoring institution's CEO or designated officer.

If you used a consultant to prepare your report (paid or unpaid), please describe the nature of the services provided and include the name and contact information of the consultant. Indicate "N/A" if not applicable:

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Program-Assessment Report

Central Washington University Dietetic Internship

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## Program Summary Information

**Directions:** The summary information on the following pages is used by the review team and the ACEND board for conducting your program's review. This information must be consistent with the detailed information in the self-study report, so be as accurate as possible. Please note that ACEND reserves the right to request additional information while conducting its review of the program.

<b>Program Name:</b>	Central Washington University Dietetic Internship
<b>Sponsoring Organization:</b>	Central Washington University
<b>Sponsor's Accreditor or Recognition Body</b>	Northwest Commission on Colleges and Universities

### Executive Summary of the Program

**Briefly describe the program, its history, environment and its characteristics, including a description of the educational philosophy or primary methods used to teach the curriculum (problem based, blocks, lecture-discussion, etc.) and a summary of the program's strengths, challenges and weaknesses**

The Academy of Nutrition and Dietetics Accredited Dietetic Internship (DI) at Central Washington University (CWU) has a long history beginning as a Pre-Professional Practice Program in 1994. In 2008, the DI was reaccruited for a 10 year period. Now, in 2014, the program is at the midpoint for the current accreditation period and completing the Program Assessment Report (PAR).

Central Washington University (CWU) is one of six state-supported institutions offering baccalaureate and graduate degrees and certificates of completion in the state of Washington. CWU was initially established in 1890 as Washington Normal School by the first legislature to fulfill the intent of the Federal Statehood Enabling Act. It became Central Washington College of Education in 1937, Central Washington State College in 1961, and Central Washington University in 1977. The University is located in Ellensburg, WA a rural community with a population of approximately 18,500 and a CWU student body of approximately 11,000. Ellensburg is located in the middle of the state of Washington, approximately 100 miles east of Seattle and 40 miles north of Yakima.

The DI is an extension of the overall purpose and mission of Central Washington University and the College of Education and Professional Studies. Those missions aim to prepare competent, enlightened citizens who will enhance their professions, be responsible stewards of the earth, and lead productive lives. The mission of the DI 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 development of life-longer learners.

The DI combines theory and practice to develop knowledge, skills, and attitudes essential to the practice of dietetics in accordance with the Standards of Practice in Nutrition Care for the Registered Dietitian and supports the learning and training environment to meet the needs of the preceptors and dietetic interns. Successful completion of the DI program leads to a certificate of completion and qualification to take the Registration Examination for Dietitians. The graduate is prepared to function as a competent entry level dietitian and to obtain employment in dietetics-related fields.

Registered Dietitians are experts in food, nutrition and health, and work to advance the nutritional status of all people – locally, regionally, nationally and globally. Through effective communication and practice of their expertise, RDs contribute to their profession and contribute responsible leadership in the healthcare arena. RDs also take active roles in policy initiatives and advocacy with emphasis on seven priority areas: aging, child nutrition, food and food safety, health literacy and nutrition advancement, Medical Nutrition Therapy, nutrition research and monitoring and weight management for health.

The DI is a fourteen month program beginning with summer quarter of one year and completing with the end of the summer quarter of the following year. CWU faculty members provide didactic instruction in the summers preceding and following the 9 months of supervised practice. The didactic classes (23 credit hours) are intended to extend and augment the undergraduate DPD education that each admitted intern has completed. Classes include content in human resource management, nutrition education, international nutrition, advanced developmental nutrition, nutritional biochemistry, current issues in nutrition and medical nutrition therapy application to clinical cases. Each faculty member has extensive teaching history, long-standing experience in meeting curricular objectives to satisfy accreditation requirements, and works to enhance the opportunities for student success. The credits gained for completion of the didactic courses can be applied to a Masters in Nutrition at CWU following acceptance into graduate school.

Didactic classes during the summer occur on the Ellensburg campus. The supervised practice portion of the internship takes place in a variety of professional settings to provide the knowledge and skills necessary for interns to achieve entry level practitioner status. The opportunities to achieve this in the local Ellensburg area are limited. Relationships and contracts have been established with many facilities that extend from Ellensburg to Wenatchee, Yakima Valley, and the Tri Cities.

**In two or three sentences per bullet, summarize any changes in the areas below that have occurred in your program or sponsoring organization over the last 5 years and their impact on the program:**

- **Changes in Administrative Support:**

Dr. James Gaudino has replaced Dr. Jerilyn McIntyre as President of Central Washington University.

The department designation has changed from Department of Health, Human Performance, and Nutrition (HHPN) to Department of Nutrition, Exercise, and Health Sciences (NEHS). The NEHS Department includes programs in Exercise Science, Clinical Physiology, Food Science and Nutrition, and Paramedicine.

Dr. Ethan Bergman has replaced Dr. Vince Nethery as interim Chair of the Department of Nutrition, Exercise, and Health Sciences.

- **Changes in Financial Support:**

Financial support for the Dietetic Internship has remained stable.

- **Curricular Changes:**

The summer course in human resource management is now taught by a faculty member from within the FSN faculty and is designated as NUTR 498. Prior to summer 2012, that content was provided through the course HRM 381. This change has allowed better alignment of the course content with knowledge and skill needs of the interns. Syllabus for NUTR 498 is included in APPENDIX A.

Ongoing review of the CWI graduate curriculum resulted in the discontinuation of NUTR 540 Advanced Nutrition Education and the development of NUTR 598 International Nutrition. Nutrition Education was being well covered in the practice component of the internship. However, an area of specified student interest - international nutrition issues - was not being covered. The addition of International Nutrition was developed to include a class project that allowed interns to meet required competencies in the area of utilization of evidence-based literature and research methods.

- **Program Changes (e.g. new tracks, degrees, etc.):**

Length of Food Service Management rotation was shortened from 10 to 9 weeks. This change was seen as appropriate by preceptors and past interns. This change did not alter the start or end date of the internship. The competencies and learning outcomes remained the same for the rotation.

- **Changes in Learning Resources:**

All materials and textbooks are routinely updated to remain current with scientific and nutrition/dietetic trends. The University has enhanced and updated web resources, now provides 24-7 help desk support, and enhanced streaming video accessibility. The fall of 2014 will bring the final stages of implementation of a new learning management system (Canvas). Enhanced web access to online journals has also been implemented.

- **Faculty/Preceptor Changes:**

Faculty changes have had minimal and positive effects on the DI. The addition of Tracee Watkins to the CWU Food Science and Nutrition (FSN) faculty (Sept 2011) has provided a content expert in the area of Food Service Management. This has allowed the FSN program to design and implement a course in Human Resources Management that previously was taught by faculty outside the FSN program allowing better control of class content and scheduling.

Usual preceptor changes have been seen over the past five years. The changes have not been excessive or negatively impactful. Sufficient qualified preceptors have been maintained for all planned rotations.

- **Changes to Facilities:**

Facilities for completing rotations have remained stable. However, the ability for any facility to take interns can change and sometimes changes abruptly. Despite the contractual agreement for extended notice of change, placing an intern where they are not wanted or where the facility does not have sufficient staffing at the time to accommodate the intern is not helpful to the

program or the intern. All changes in facilities have been able to be adjusted without relocating interns and without compromising intern completion of planned rotations.

- Changes in Support Services: No changes

**Please write any other relevant comments (optional).**

Your response goes here.

### **Summary of the Self-Study Process**

**Explain how the self-study process took place, briefly describing who was involved (administrators, faculty, preceptors, students, graduates, employers, practitioners, other program directors, faculty/staff from other disciplines, etc.) and what they did.**

Constituencies Involved in self-study process: Those formally involved in the self-study process included interns (current and those who completed the program), employers of those who completed the CWU DI, DI preceptors, FSN faculty, CWU administrators, and the CWU Nutrition Advisory Board.

Self-study process:

The self-study process is an on-going process that has included the following:

- Review of CWU DI program mission and goals related to trends within the profession of dietetics
- Review of the mission of Central Washington University, the College of Education and Professional Studies (CEPS), the Department of Nutrition, Exercise, and Health Sciences (NEHS) and the Food Science and Nutrition (FSN) program
- Assessment of the compatibility with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) standards.
- Review of all current rotations, written materials for guiding objectives for the rotations, evaluations tools, and additional resources provided for use in the rotation.
- Review of intern evaluations of preceptors and rotation sites, preceptor evaluation of intern achievement of rotation objectives, and preceptor/intern/employer completion of the following surveys: Preceptor survey of CWU DI, Intern survey at completion of the DI, Intern survey one year after completion of the DI, Employer survey for those completing the DI.
- Review of recommendations for DI enhancement that come from Nutrition Advisory Board

### **Program-Specific Budget (Standard 1)**

The U.S. Department of Education requires that ACEND review a program-specific budget. A line-item budget that documents specific revenues and expenses for the program is preferred; however, if the program's budget is integrated into a departmental budget, the program may provide the dollar amount of the departmental budget, the percent of the departmental budget allocated to the program, and a narrative explaining revenue sources and expenses used by the program.

No specific annual budget is available for the Didactic Program in Dietetics. However, a budget can be approximated using the budgets from the different organizational levels within Central Washington University. The annual budget for the program is part of the University's budget that provides funding through the College of Education and Professional Studies and the Department Nutrition, Exercise & Health Sciences.

### **FINANCIAL SUPPORT**

<b>Category</b>	<b>Yearly Total</b>
Faculty, salary and benefits	\$553,451
Accreditation fees	\$1360
Phone	\$1794
Postage	\$90
Copier fee	\$500
Paper	\$714
Printing Letterhead, etc	\$40
Office Supplies	\$2295
Ink Cartridges	\$820
<b>Total</b>	<b>\$561,064</b>



The Food Science and Nutrition program receives additional funding through an endowment administered through the CWU Foundation. This money is to be used to enhance the undergraduate program in Nutrition of which the DPD is part. Funds from this account are used to support undergraduate scholarships, faculty development activities, membership in professional organizations, and research.

Three additional sources of funding available for professional development include:

For tenure track faculty:

Office of the Provost - \$700

College of Education and Professional Studies - \$300

Department of Nutrition, Exercise and Health Sciences – varies ~\$1000

Full time non-tenure track faculty:

Department of Nutrition, Exercise and Health Sciences – varies ~\$300

### **Current Program Mission, Goals and Objectives (Standards 4, 5 and 6)**

**Mission:** Please state the formal mission of the program.

The mission of CWU DI 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 development of life-long learners.

The DI at CWU combines theory and practice to develop knowledge, skills, and attitudes essential to the practice of dietetics in accordance with the Standards of Practice in Nutrition Care for the Registered Dietitian and supports the learning and training environment to meet the needs of the preceptors and dietetic interns. Successful completion of the DI program leads to a certificate of completion and qualification to take the Registration Examination for Dietitians. The graduate is prepared to function as a competent entry level dietitian and to obtain employment in dietetics-related fields.

The mission of the CWU Internship is compatible and congruent with missions of the University, CEPS, NEHS Department, and FSN Program. Each has a mission that encompasses education of qualified and skilled individuals in their area of expertise, life-long learners, and good stewards of resources.

**Program Goal 1:** Please state the first of the two required program-defined goals.

The CWU DI will graduate competent well-prepared entry-level practitioners who obtain employment in dietetics-related fields

**Program Objectives for Goal 1:** Please list the program-defined objectives used to support Program Goal 1.

1. 90% of interns will complete the program within 21 months of enrollment
2. 90% of interns who seek employment will be employed in dietetics related fields within 3 months of program completion
3. 80% of the first-time test takers (over the past five years) will pass the registration exam
4. 90% of graduates will rate themselves as competent when surveyed one year after graduation
5. 90 % of employers will rate graduates as competent when surveyed one year after graduation

**Program Goal 2:** Please state the second of the two required program-defined goals.

The CWU DI will produce graduates committed to life-long learning.

**Program Objectives for Goal 2:** Please list the program-defined objectives used to support Program Goal 2.

6. 25% of graduates will pursue an advanced degree in nutrition or related field
7. 90% of graduates will report pursuing certification or participating in continuing education activities when surveyed one year after graduation

**Other Program Goals and Objectives (Optional):** You may list other program goals and objectives for review by the team; however, this is not an ACEND requirement.

**Program Goal 3:**

The CWU DI will provide dietetic internship preceptors with support, which enables them to function effectively in their roles

**Program Objectives for Goal 3:**

8. 90% of dietetic internship preceptors will report that they are satisfied with the support they receive when surveyed each year

**Pass Rate Monitoring and Improvement Plan (Standard 6 and 8)**

All programs must comprehensively determine factors influencing their pass rates and take steps to improve student performance using the findings.

- 1 Use the most recent CDR Registration Examination Five Year Summary Reports to complete the non-grey cells in the following table for the last five years or more. Then, select the entire table, and press the F9 key to automatically calculate the Pass Rate Percentages and column totals in grey.

List years sequentially from least recent to most recent (e.g., 2006, 2007...2010)	(A) # of Students Taking the Exam for the First Time	Students Passing the CDR Exam		Pass Rate Percentages	
		(B) # of Students Passing on Their First Try	(C) # of Students Passing within One Year of Their First Try (if available)	(B/A) First-Time Pass Rate	(C/A) One-Year Pass Rate (if available)
Optional: Previous Five Years 2003 <sup>1</sup> – 2007 <sup>5</sup>	35	28	NA	80 %	NA
Least Recent 2008 <sup>o</sup>	2	2 (100%)	0	100 %	N/A
2009 <sup>f</sup>	9	9 (100%)	0	100 %	N/A
2010 <sup>8</sup>	5	4 (80%)	0	80 %	N/A
2011 <sup>9</sup>	10	10 (100%)	0	100 %	N/A
Most Recent 2012 <sup>10</sup>	7	5 (71.4%)	0	71.4 %	N/A
Current Five Years 2008 <sup>6</sup> - 2012 <sup>10</sup>	33	30 (90.9%)	0	90.9 %	N/A

2. Describe the trend(s) in your program’s benchmarks over the last five years by placing an “X” in the appropriate boxes.

Annual Benchmarks	Constant	Declining	Increasing	Inconsistent	Missing Data
First Time Pass Rate			XXX		
One Year Pass Rate					

Five year period	First Time Takers	# Passing First Try	Pass Rate First-Time
2004-2008	34	28	82%
2005-2009	41	35	85%
2006-2010	33	28	85%
2007-2011	34	31	91%
2008-2012	33	30	91%

The pass rate of first-time takers achieved 100% for three of the past five years. Those interns who do not pass as first-time takers are not always known. However, those who are known have been found to be individuals who are not native English speakers.

The pass rate of first-time takers during the past 5 year period (2008-2012) is 90.9%. This pass rate exceeds the criteria for successfully meeting Objective 3 of Goal 1. Additionally, as seen in the table above, the first-time pass rate in any 5 year period since 2004 has exceeded 80% and has increased over time to the current 90.9%.

The one year pass rate was not available at the time of writing this report. Since the pass rate of first time takers exceeds 80%, the one year pass rate is not needed to establish meeting the objective.

3. Identify factors from the areas listed below that influence your program’s pass rate, briefly summarizing the methods used to evaluate the effectiveness of those areas and the individuals carrying out the evaluation (administrators, faculty, preceptors, students, graduates, employers, practitioners, other program directors, faculty/staff from other disciplines, etc.).

Program Curriculum:

- FSN faculty members have maintained commitment to high academic achievement in required didactic courses.
- Rotation practice sites and preceptors have maintained strong commitment to providing appropriate direction and support for practice rotations.

- Lead preceptors at each site have extensive practice experience in the content area of the specific rotation. New preceptors are provided with access to and encouraged to complete

#### Teaching & Learning Methods:

- Incorporating available webinars on relevant topics for seminar discussions.
- Interns participate in local and state professional activities that enhance knowledge and skills, and provide networking opportunities.
- Nutrition Advisory Board provides recommendations for program enhancement and development.

#### Faculty and Preceptors:

- Preceptors are encouraged to complete the Preceptor Training module.
- Preceptor handbook is in development.

#### Academic Counseling:

- DI Director support is available when/if an intern is struggling in a rotation. This happens occasionally and most often in the MNT rotations. Assistance is provided to the preceptors/intern by the DI Director spending a partial or full day with the intern actually observing and mentoring/teaching the intern.

#### Student Support Services:

- Remain unchanged.

#### Educational Resources:

- Remain unchanged.

#### Program Assessment Process:

- Program assessment is an ongoing process. When concerns are raised they are evaluated and utilized in making program adjustments. Additionally, when positive information is provided, they are used to support current processes and methods.

4. Describe any processes used for screening students who are applying to your program to assure that they have the knowledge, skills and values to successfully complete it and how you know whether they are effective. (e.g., GPA, GRE Scores, essays, interviews, letters of recommendation, work experience, etc.)
- Applicants are screened by a selection committee made up of the DI Director, FSN faculty members, current and past preceptors, and intern graduates.
  - Applications are evaluated using a scoring rubric that scores GPA, work and volunteer experience, letters of recommendation, applicant personal statement, and overall quality of the application. Rubric scoring is consistent with the rank of attributes that is designated in the Dietetic Internship Applicant guide. Application scores from the selection committee members are averaged. The average score for each applicant is reviewed to assess the impact of outlier scores. The top 40-50% of applicants are invited for a brief SKYPE/telephone interview following a list of questions that are the same for each applicant.
  - Interviews are conducted by 3-4 preceptors and the DI Director. Interview scores are averaged and added to the application scores. The final score total is used to rank order the applicants. Generally, the rank order is used to submit the list of possible interns to D and D Digital for the computer match process.
  - The use of multiple preceptors in the rating and ranking process allows for the perspective of the various areas of practice (food service management, medical nutrition therapy, community nutrition, etc.) to be utilized without excessive emphasis on one over the other.
  - The overall pass rate for those who complete the internship becomes the primary way of knowing that the methods described above are effective. However, success in the internship has not been able to be attributed to any one characteristic of an applicant. The method incorporating both review of applications and interviews of selected applicants has proven effective over time.
5. Summarize the criteria and process used to identify students who are having difficulty in the program and what is done to improve their learning. (e.g., performance on assignments, evaluation by preceptors, etc.)
- Weekly 2-hour seminars allow routine contact between interns in multiple geographic locations where interns are completing practice rotations. Interns are all asked for a very brief update of their week and an “aha” moment they have experienced. These reports and discussions often offer the first indication of difficulty an intern might be having.
  - Preceptors are encouraged to report to the DI Director any difficulty that they need assistance with, and to do so earlier rather than later.
  - When aware of a potential issue, the DI Director checks in with the intern and preceptors to evaluate the concerns.
  - When preceptors agree that having the DI Director on site would be helpful, the DI Director arranges a visit as soon as possible. The visit may be short and discussion based to determine a plan of action/correction. Or, the visit may be multiple days of the DI Director working with the intern to evaluate and direct/precept the intern to improve practice/competency outcomes.
  - When interns are not successful in attaining a Meets (M) score on all competencies on the final evaluation for the rotation, a plan of correction is developed. If interns have the opportunity to work on the needed competency in subsequent rotations, they must achieve a “M” for that competency in the designated rotation. A plan of correction may include additional days or weeks of practice.
6. Describe how students are advised when they are not meeting program expectations or options offered as a last resort?
- By Policy, if the intern receives an Unsatisfactory (U) rating on the rotation as a whole, they are not allowed to enroll for subsequent rotations. Verbal notification is given at the time of the final evaluation. Notification is provided officially through mail with the inclusion of information about the University Grievance procedures.
7. Describe your plans for improving your program’s first-time pass rate or maintaining it if it is at 100%.
- The following actions will be continued to maintain the first-time pass rate at or above 90%:
1. Ongoing assessment throughout the practice rotations of student success through rotation evaluations by preceptors.
  2. Timely response to preceptor concerns about intern success and planned actions (intern, preceptor, and intern) to address the concerns.
  3. Continued efforts to purchase recent RD Exam Review materials and practice test vouchers for use of those completing the CWU DI.

4. Continued presentation and review of content areas during the weekly seminar. Specified content areas come from intern observation in the practice site, comments for professionals and preceptors, and program recognition of new/emerging trends in dietetics.

**Required Program Timeframes (Standards 1, 6 and 12)**

Please provide the information requested in the section below. Spreadsheets are available to assist you in performing the calculations. If your program has multiple pathways (e.g. distance, graduate, ISPP) with different timeframes, submit a separate sheet for each pathway.

**Program Pathway Name:** Dietetic Internship

Calculate the maximum program completion time in weeks or years

14 months	x 1.5 =	21 months
Normal Program Length		Max. Program Completion

**Directions:** Submit the minimum number of supervised-practice hours that your program requires in each rotation. If your program allows a range of supervised practice hours, then also include the maximum hours possible. Then, select the row labeled Total Supervised Practice Hours, and press the F9 key to automatically calculate the totals for the table.

Rotations Area	Hours in U.S. Rotations		Hours in Foreign Rotations	
	Minimum	(Maximum)	Minimum	(Maximum)
School Food Service	360		0	0
Hospital Food Service	120		0	
Medical Nutrition Therapy	440		0	
Community Clinic and Agencies	256		0	
Renal	80		0	
Long Term Care	64		0	
Optional	40		0	
	0		0	
	0		0	
	0		0	
<b>Total Supervised Practice Hours (F9)</b>	<b>1360</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Sum of Minimum U.S. & Foreign Hours** 1360  
Min. U.S. + Min. Foreign Hrs

**Sum of Maximum U.S. & Foreign Hours if a range is allowed**    
Max. U.S. + Max. Foreign Hrs

## Detailed Program Information (C.A.P.E. Process)

### Program Assessment (Standard 7)

Follow the steps below to document whether your program is meeting its goals and steps are being taken to maintain program strengths or correct weaknesses.

In your narrative, indicate who is involved and describe the process used to develop the assessment plan for the program.

- Groups represented in the formalized data collection process include both internal and external stakeholders. Internal stakeholders are the Dietetic Internship Director, dietetic interns, Food Science and Nutrition faculty, and the preceptors who have actively participate in the program during the year. External stakeholders who provide data include CDR, ACT, and the employers who hire the graduate interns for their first job.
- Less formalized assessment is an ongoing part of the Dietetic Internship Director's interactions and relationships with interns, preceptors, healthcare providers within the wider community, faculty members from CWU and other regional education institutions, the program's Nutrition Advisory Board, and community members.
- All comments and related experiences regarding the program and/or interns are reviewed and evaluated for their strength and relevancy to program quality.

In your narrative, explain how the assessment process has been implemented over the past five years, including how, when and which groups were contacted for feedback or data.

- Interns complete an End of Internship Survey during the summer after completing all components of the internship.
- Graduate interns are surveyed at 1 year after completing the internship. The survey requests contact information for the graduate intern's first employer and the date of employment.
- When contact information for the employer is provided, employers are surveyed to evaluate their assessment of the intern's preparedness for entry-level dietetic practice.
- ACT reports are reviewed every 6 months to continuously monitor the pass rate for the RD Exam.

In the appendices, attach the completed Program Goals Assessment Planning Summary Matrices.

The Program Assessment Summary Matrices (Standard 7) for assessment period from 2009 to 2012 can be found in APPENDIX C

Do the following steps for each goal and report the results in your narrative: 1) Discuss how the objectives (expected outcomes) for the goal compare with the actual outcomes, and describe all relevant findings. 2) Based on your program assessment data, state if your program is meeting the goal, and if "no", please explain why.

*Goal 1. The CWU DI will graduate competent entry-level practitioners who obtain employment in dietetics-related fields.*

*Outcome Measure 1: 90% of students who begin the program will complete it. This outcome measure was MET.*

This outcome is measured by the actual count of interns accepted to the DI and number completing all rotations and didactic class work. Forty one interns were accepted and began the CWU Dietetic Internship. One intern withdrew for personal reasons to return to her home country. The remaining 40 interns (97.5%) completed the internship. One intern required additional practice time to achieve the MNT competencies. Identification of a site that would allow her time to complete additional time in a distant location of her choice extend the time to completion. She did not complete within the 150% of planned time or 21 months. However, she did complete all competencies at 23 months after the end of the internship. She was not involved in actual practice the full 23 months but had a delay due to availability of a site that would take her as an intern.

*Outcome Measure 2: 80% of first-time takers will pass the registration exam. This outcome measure was MET.*

This outcome is measured by the actual pass rate provided by the report from ACT. During the five-year period of 2008-2012, 33 graduate interns took the exam with 30 (90.9%) of those passing on the first taking of the exam. For the years of 2008, 2009, and 2010, 100% of first time takers passed the exam.

The program cannot always identify who has not taken the exam or who has failed the exam. Not all interns allow their name to be released on the ACT report. Those students who have failed the exam in the last five years and that have been able to be identified by the program have been students who are not native English speakers. Depending on the intern graduate, repeated exam experiences have resulted in passing exam scores.

*Outcome Measure 3: 90% of graduates who seek employment will be employed in dietetics-related fields within 6 months of graduation. This outcome measure was **NOT MET**.*

This outcome is measured by data reported on the intern survey at 1 year after completion. Response to the surveys that are sent electronically has been very low. A number of reasons may be related including 1) incorrect email addresses, 2) busy schedules and the perception that the survey will take too long, 3) inadequate ongoing connection with the program to encourage interns to prioritize completing the survey, and others. Efforts will be focused on improving response rate to the survey.

Of those responding to the survey and completing the employment information along with informal gathering of the employment information, 86% of graduates who were seeking employment were employed within 6 months. However, with the low response and the amount of missing data, it is assumed that the actual outcome is higher.

*Outcome Measure 4: 90% of graduates will rate themselves as competent when surveyed one year after graduation. This outcome measure was **MET**.*

This outcome is measured by data reported on the intern survey at 1 year after completion. All (100%) of those interns responding to the survey indicated they considered themselves competent to practice effectively as an entry-level dietitian. This data is consistent with the informal information data gathered through informal networking. As the DI Director I often have opportunity to talk with employers from across the state at professional meetings. I have always listened with a willingness to talk about possible enhancements to our program. I have not had one employer report that they found one of the CWU graduates inadequate at the entry-level.

*Outcome Measure 5: 90% of employers will rate graduates as being competent when surveyed one year after graduation. This outcome measure was **MET**.*

All employers who responded to the assessment survey indicated that the interns were competent when they began their first job.

**Goal 2:** The CWU DI will produce graduates committed to lifelong learning.

*Outcome Measure 1: 25% of graduates will pursue an advanced degree in nutrition or related field. This outcome measure was **NOT MET**.*

This outcome is measured by data collection from the intern survey at 1 year after completion and enrollment data from the CWU Graduate Nutrition Program. Nine (22%) of the past 41 interns have pursued a graduate degree or had a graduate degree when entering the internship. The program has typically had 2 or more interns each year go on to graduate education. This past year in a class of 9 interns, none sought graduate work. I expect that some will in the future; however, those thinking about graduate education had jobs waiting for them when they finished the internship.

*Outcome Measure 2: 90% of graduates will report pursuing certification or participating in continuing education activities. This outcome measure was **MET**.*

This outcome is again measured by data collected from the intern survey at 1 year after completion. All but 1 intern or 91% of interns reported participating in continuing education. The necessity of continuing education to maintain the status of Registered Dietitian will likely assure that at least 90% over time will be completing the needed education.

**Goal 3:** The CWU DI will provide dietetic internship preceptors with support which enables them to function effectively in their roles.

*Outcome Measure 1: 90% of dietetic internship preceptors will report that they are satisfied with the support they receive when surveyed each year. This outcome measure was **MET**.*

This outcome is measured by data collected from an electronic survey of dietetic internship preceptors. All (100%) preceptors reported a neutral or positive response to their satisfaction level with the support they receive. The neutral responses – neither agree or disagree – included comments that raised issues of desiring more DI Director time on site working with students.

### **Complete a new set of Program Goals Assessment Planning Summary Matrices for the next 5 years.**

The Program Assessment Summary Matrices (Standard 7) for assessment period from 2013 to 2018 can be found in APPENDIX D.



**On-going Program Improvement (Standard 8):** Using information identified through student and program data collection and assessment of program components, describe (a) actions over the last five years to maintain or improve the program along with the resulting outcomes, and (b) the plans for improvements over the next five years. Be sure to elaborate on your responses relative to actual achievement of your program goals and objectives discussed under standard 7. The following information should be included.

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

**Areas of Strength within the CWU DI**

• **Pass rate on the RD exam.**

Actions over the past five years to maintain and/or improve the pass rate include purchasing RD Exam Review materials and loaning them to intern graduates. New materials are purchased every couple years to keep current and provide updated materials consistent with the current exam specifications. This past year, the DI program provided each intern with a voucher for the On-Line ACT Testing – CDR Practice Examination. Interns reported that they felt they benefited from the practice in the actual environment of the “real” exam.

In addition, content relevant to the exam is reviewed throughout the internship year. Wednesday seminar periods held by distance education allows time for expert topic presentations and planned review time. Summer courses are also means of keeping a focus on current issues and trends. The Human Resource Management course is intentionally placed at the end of the internship year to supplement the Food Service Management rotation experience which is often limited in the intern’s exposure to human resource and employee management issues. Each management preceptor is encouraged to include the intern in all aspects of the management process; however, preceptors and administrations vary in their willingness to fully include the intern in these areas.

• **Completion of internship within the 21 months or 150% of planned time**

Every effort is made to keep interns on track for completion of all classes and practice competencies within the planned 14 months. It is unusual circumstances when interns do not complete within the 14 months. However, when preceptors and the DI Director agree that more practice time would likely allow the intern to be able to demonstrate meeting all competencies, that additional time is allowed. If the needed time extends into the next internship year, rotation sites are not available within those that are part of the CWU DI. The intern is then allowed to find a site willing to precept the intern. The DI Director facilitates the needed support and contract for the intern to continue.

• **Entry-level competency of graduate intern**

Both employers and interns report that intern graduates are competent to practice as entry-level dietitians. Survey scores and informally gathered information have resulted in increasing emphasis on the following areas of practice: 1) knowledge of medications and their use/actions, 2) Development/appropriate use of PES statements, 3) management and use of resources – especially human resource issues. The development and inclusion of NUTR 498: Special topics in Human Resources has provided nutrition focused human resource management information/skills.

• **Graduate interns seeking graduate education**

Over the past 5 years, 22% of students sought graduate education in contrast to the objective of 25%. While the number of students seeking graduate education did not meet the stated criteria, it was close. The impact of no students seeking graduate education in the last year was significant and not reflective of the typical year.

The Director of the Graduate Program in Nutrition speaks with the intern class each year to present the benefits of the MS degree and encourage interns to apply for admission in the spring quarter. The recent policy of CDR that will require a masters degree as a requirement for becoming an RD in 2024 is already having an impact on students and future interns, increasing their interest in graduate education.

Considering the current rate of 22% and the new requirement for 2024, the objective will remain the same at 25% of interns seeking graduate education.

• **Preceptor satisfaction with support**

Preceptor satisfaction with support is seen as a strength, although the inclusion of neutral ratings to the survey item is seen as an area to continue to work on. Comments received on those surveys indicated a desire for more DI Director time on site working with the intern. Preceptors would like to have the DI Director be on onsite preceptor throughout the rotations. While that is not feasible with the distribution of interns across 9 facilities at any one time and the teaching load of the DI Director, increases in DI Director visibility and contact can be provided. A preceptor newsletter is in development.

An additional comment regarding support was related to the DI Director not being present for the end of rotation evaluation with the intern. As DI Director, every effort is made to attend all end of rotation evaluation for rotation of 4 weeks or more. Occasionally the teaching schedule and other academic responsibilities interfere with being able to find a common time that all three – preceptor, intern, and director – can meet. The DI Director is always available or the evaluation is scheduled for another/later date if the preceptor prefers to not have the evaluation without the director present. This comment does warrant attention despite the fact that it arose from only one survey.

### **Areas that need Strengthening within the CWU DI**

- **Survey response rate**

Survey response rate is an area that needs strengthening. However, the lack of response to surveys is not a phenomenon unique to the DI assessment process. Recent changes have been implemented to increase response rate.

- Shortening of the surveys to reflect necessary information in the fewest questions
- Electronic delivery of surveys with pre-notice provided in an email
- Reminders being sent to those who have not responded

- **Preceptor satisfaction with support**

Please see comments above under strengths.

- **Connections with graduate interns**

A possible weakness in the program assessment area is the inability to remain connected to graduate interns in a way that encourages them to communicate back with the program. Many graduates stay in the local area and become preceptors. The program can often gather informal information from them through networking at local professional and community events. However, this information is not always quantifiable and young working RDs do not always respond easily to extra survey requests. Of more concern is the lack of ability to connect with those who leave the area. One method that has been employed is the use of social networks such as Facebook and others. Efforts will continue to increase the connection between graduates and the program.

### **Improvement to Program Policies and Procedures (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

Policies and Procedures are reviewed annually to determine needs for change. Please see APPENDIX B for the new policy “CWU Masters Student as DI Applicant.” This policy arose to avoid complications for students enrolling in the internship as a post baccalaureate student. If a CWU Masters Student applies to the program and is matched/accepted but does not complete the Masters degree as they intended (prior to entering the practice portion of the internship) they technically remain a graduate student and cannot enroll in the required 18 hours of undergraduate credit for the practice portion of the internship.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

Policies in development will cover “recency of education” and personal days. The CWU DI has not had a stated policy on recency of education. However, with the increasing numbers of unmatched intern applicants, the DI is receiving more applicants with greater than 5 years between DPD verification and their application. At this time it is felt that a written policy is needed and is in process. Additionally, interns have requested that the DI provide personal day absence from practice time. That policy is also in process.

### **Improvements to the Curriculum (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

- Inclusion of NUTR 498: Special topics in Human Resources in the curriculum.
- Inclusion of NUTR 598: International Nutrition in the curriculum
- Continuation of the use of small community hospitals for MNT rotation in the geographic areas when the site is available. This has provided interns with the opportunity to practice in another type of facility and the opportunity to gain initial practice time in an environment that is generally less intense with lower acuity patients. Interns report that the small hospital allow them to build confidence before entering the environment of the larger hospital.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

- Increased attention given to identification of medications, their name, and their use during the class, NUTR 541, which is designed to orient them to MNT and nutrition care. This is being added in response to requests from preceptors.

**Improvements to Teaching & Learning Methods (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

Attention is paid to expanding methods for learning in all environments. Written care plans have been implemented in the MNT rotation. They provide a opportunity for interns to research and apply knowledge of nutrition care principles to real patient scenarios outside of the actual care facility. The addition of added assignments such as care plans is always determined with consideration of the review/grading time being asked of preceptors.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

Ongoing review of teaching and learning methods will continue. The current DI Director will retire in 6 months. No new teaching or learning methods are currently planned other than ongoing review and evaluation. The new Director will certainly bring new ideas and methods to implement.

**Improvements to Faculty/Preceptors (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

Encouragement and emphasis on preceptor training and the completion of the Academy available preceptor training module will continue.

A current search will result in a new DI Director following the retirement of the current director.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

- Annual selection of an outstanding preceptor and recognition at the end of year "Graduation" event.
- Recognition of all preceptors with a certificate at the end of each year.

**Improvements to Academic Counseling (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

N/A

(b) Describe short- and long-term plans designed to improve the program over the next five years:

N/A

**Improvements to Student Support Services (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

N/A

(b) Describe short- and long-term plans designed to improve the program over the next five years:

N/A

**Improvements to Educational Resources (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

- Providing up-to-date RD exam review materials that can be loaned to graduating interns.
- Providing updated reference materials for preceptor/intern at rotation sites

(b) Describe short- and long-term plans designed to improve the program over the next five years:

- Continuation of the above

**Improvements to the Program Assessment Process (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

- Shortened survey instruments and electronic delivery of those surveys.
- Reminder notifications provided through the electronic software for survey delivery

(b) Describe short- and long-term plans designed to improve the program over the next five years:

- Increased attention and emphasis on data collection and return of surveys

**Other Improvements (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

N/A

(b) Describe short- and long-term plans designed to improve the program over the next five years:

N/A

## Detailed Student Learning Information (C.A.P.E. Process)

**Assessment of Learning (Standard 13):** Follow the steps below to document whether students in the program are meeting the learning objectives (expected learning outcomes) and steps are being taken to maintain program strengths or correct weaknesses.

- In your narrative, indicate who is involved and describe the process used to develop the plan for assessing competency/learning outcomes.

The DI Director developed the materials that identify assignments and activities for each rotation. Competencies and learning outcomes were associated with those assignments and activities. Intern Performance Evaluation forms were then developed for each rotation reflecting the competencies/learning outcomes being completed in that rotation.

Ongoing assessment and updating of each of those documents with minor changes has occurred in response to preceptor comments/concerns and changes in dietetic trends and standards.

- Briefly describe how the assessment process has been implemented over the past five years, including how and when student learning was assessed.

Assessment of learning is completed by the preceptors and the DI Director. Preceptors review and evaluate assignments and activity reports. The assignment or report is often returned to the interns and corrected or improved. Each rotation has a document that interns work from and that is shared/available to the preceptor that outlines the assignments and activities for each rotation. At the end of the rotation the preceptors complete the Intern Performance Evaluation. That evaluation is routinely reviewed with the Intern at a schedule time with the preceptor(s) and the DI Director.

Throughout the rotation interns are encouraged to ask for evaluation feedback from preceptors. Preceptors generally provide adequate feedback that interns do not find it necessary to ask. However, interns are encouraged to be proactive and ask for feedback if they do not know if they are meeting the expectations of the preceptor. Final evaluations are expected to tell the intern what they already know. Very few occasions occur when the intern is surprised by an evaluation.

Summative Evaluation is completed by the DI Director as preparation is made to complete the Verification of Completion of the Dietetic Internship. The summative evaluation includes review of all end of rotation Intern Performance Evaluations and the university administrative records of grades in the required courses.

- **Learning Assessment Summary Matrix and Program Concentration Summary Matrix for Learning Assessment.** Your completed matrices should also include a summary of the feedback and data collected (a minimum of two competencies in each domain) over past five years.

The following Matrices can be found in the following Appendices:

- C Program Assessment Summary Matrices (Standard 7) Assessment Period from 2009-2012
- D Program Assessment Summary Matrices (Standard 7) Assessment Period from 2013-2018
- E Learning Assessment Summary Matrix (Standard 13) Assessment Period from 2009 -2013
- F Learning Assessment Summary Matrix (Standard 13) Assessment Period from 2013 -2018
- G Program Concentrations Summary Matrices for Learning Assessment (Standards 9 & 13) Assessment Period from 2008 to 2012
- H Program Concentrations Summary Matrices for Learning Assessment (Standards 9 & 13) Assessment Period from 2008 to 2012

- Choose a minimum of two competencies in each domain, and then report on the results in your narrative:
  1. Discuss how the learning objectives (expected learning outcomes) compare with the actual learning outcomes and discuss all relevant findings in your narrative. For programs with different degree, option, or distance education pathways, be sure to summarize the findings for each pathway separately, and provide an analysis of comparability across pathways.
  2. Are students achieving the learning objective (expected learning outcome)? Yes [ ]/No [ ]. If “no”, please explain why.

### **Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice.**

DI 1.2: DI graduates are able to apply evidence-based guidelines, systematic review and scientific literature in the nutrition care process and model and other areas of dietetics practice

All interns (100%) presented Oral Case Study report demonstrating application of evidence-based guidelines and scientific literature in nutrition care assessed by the DI Director's evaluation at the seminar. Guest preceptors often attend the seminar with Oral Case Study reports and always give positive feedback on intern presentations.

DI 1.5: DI graduates are able to conduct research projects using appropriate research methods, ethical procedures and statistical analysis.

Preceptors and Instructor: All interns completed a research type project (customer satisfaction survey, time-temperature study, time and motion study, and/or research proposal in NUTR 598: International Nutrition issues. Success demonstrated by "Met" or better on rotation evaluation or by grade of B or better in NUTR 598.

**Domain 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.**

DI 2.3: DI graduates are able to design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience.

Di graduates planned and conducted an in-service training session in the Food Service Management or Community rotation. Preceptor evaluations of the interns reported on rotation evaluations indicated 100% of interns met the criteria If a "MET" or better rating.

DI 2.6: DI graduates are able to assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.

Preceptor evaluation of interns indicated that 100% o interns met the criteria. End of rotation evaluations for each intern showed a rating of "Met" or better for each intern.

**Domain 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.**

DI 3.1a: DI graduates are able to assess the nutrition status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered

End of rotation evaluation forms for all interns showed a "Met" or better rating for this criteria. The evaluation was completed for nutrition care delivered in MNT rotations and Community rotations.

DI 3.4: DI graduates are able to develop and deliver products, programs, or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions.

All interns participated in planning and implementing the community group project – Family Field Day. Family Field Day is a free community event in the late spring for healthy nutrition messages and physical activity. It involves community partners and collaborators. The event is planned with intentional marketing to encourage the Hispanic families of the Yakima Valley to participate. The event has drawn as many as 1700 attendance during the 3 hour event.

**Domain 4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.**

DI 4.2: DI graduates are able to perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food

All interns complete a safety and sanitation review of a food service facility with the DI Director and/or local health department sanitarian. Interns complete a written summary and evaluation. All interns received a "Met" or better rating for this criteria on the end of rotation evaluation.

DI 4.4: DI graduates are able to participate in public policy activities, including both legislative and regulatory initiatives.

All interns attended and participated in "Legislative Day" at the Capitol in Olympia Washington. Review and evalutaiton of the event was completed during seminar on the following week. All interns achieved a "Met" for this criteria.

**Community Nutrition Concentration**

The DI graduate will be able to plan, implement, and evaluate a health and wellness event for the community.

DI Director: 100% of interns participated in planning, implementing and evaluating the Family Field Day.

The DI graduate will be able to develop collaborative relationships within the community.

All (100%)of interns demonstrated leadership skills and collaborative relationships within the community by planning and implementing Family Field Day which involves 10-12 local health/wellness partners. Each intern took a leadership role for a specific game/activity during the event which draws attendance of around 1000-1500 participants.

**On-going Curricular Improvement (Standard 14):** Respond to the following questions to document on-going, formal review of the curriculum.

- Describe the process that was used to review the program's curriculum, including didactic and supervised practice course objectives and content, length and educational methods.

Program improvement is an on-going process with formal and informal activities involved. All aspects of the internship including curriculum, objectives and content, length and educational methods are continuously under review by the DI Director. Preceptor comments as well as those of other stakeholders are always considered at the time they are received for their relevance and need for timely change.

Making changes is generally done on a more annual basis as follows:

- Curriculum, rotation objectives, and assignments are generally reviewed for updating and inclusion of current trends in nutrition during the summer of each year. At that time any minor changes can be made prior to the new interns beginning practice rotations. Changes in summer classes are determined early in the spring as summer class schedules are being reviewed and submitted to the university administration.
- As changes/improvements are considered, they are discussed and reviewed with FSN faculty at program meetings throughout the year and made agenda items for consideration at the Nutrition Advisory Board annual/biannual meeting.
- Need for improvement is also considered as RD Exam Pass Rate reports are received every 6 months. That assessment is looking at trends, recognizing that no one 6 month report is indicative of the 5 year pass rate.

- What is the schedule for reviewing the curriculum?

Surveys that provide stakeholder information for assessment are completed annually. Intern success at meeting competencies is assessed at the end of each intern's rotation and summatively as the DI Director is auditing prior to completing Verification Statements for the CWU DI.

- Who are the individuals involved in reviewing the curriculum?

DI Director leads the process of curriculum evaluation and review. Input comes from many stakeholders including FSN faculty, current and graduate interns, employers of graduate interns, preceptors, and others offering informal information. Significant changes are reviewed with preceptors/faculty of the area under consideration, reviewed at Faculty meetings and Nutrition Advisory meetings, and evaluated for consistency with program and university mission.

- Describe how the results of student learning and program outcomes assessment processes were used to determine strengths and areas for improvement for the program's curriculum.

Those areas that are rated as "NOT MET" are reviewed and reasons for the rating are considered. CWU DI is very pleased to have a very successful 5-year first time pass rate on the RD EXAM and consider that a primary indicator of program in graduate intern success. However, every competency and program goal are also important in the overall strength of the program and the basis of achieving the successful pass rate.

Any area of "NOT MET" is fully reviewed with determining the reasons for the lack of success. If the possible cause can be corrected, it is corrected and assessed for the impact of the correction. If it cannot be corrected, then adjustments are made to either the criteria or how/when the criteria is being met.

- How is information about new knowledge and technology impacting dietetics practice obtained and integrated in the curriculum?

The graduate level courses required within the internship are often the place that new knowledge and technology is integrated into the program. FSN faculty are committed to providing the most up-to-date knowledge within their discipline. Additionally, the 2 hour weekly seminar allows discussion and assessment of nutrition/dietetic practice as it is occurring in rotations and provides a forum for discussion of the most up-to-date alternative. Interns are often offering projects and assessment within rotations that encourage the inclusion of new knowledge and trends. For example, interns are more likely to be able to use PES statements in the medical record than many of the RDs who were trained many years ago. Interns also are the champions of recycling and "whole foods" in rotation environments where there is room for change.

- How is comparability of educational experiences and consistency of learning outcomes assessed and maintained?  
Comparability of experiences and consistency of learning outcomes is determined through the assessments described above. Additionally, the DI Director is evaluating consistency and comparability between rotation sites through onsite visits for evaluations. Ability to meet outcomes is generally available in at least two different rotations to assure that the opportunity is provided within the internship year. No two interns will have the exact same experiences within the same titled rotation. Rotation experiences vary from site to site, preceptor to preceptor.

- Describe overall curriculum strengths and areas for improvement based on cumulative assessment of student learning outcomes and program outcomes.

Strengths include:

- Interns routinely are able to achieve the “MET” rating in all competencies by the end of the internship
- Activities and assignments provide more than one opportunity, in different rotations, to build knowledge and skill to attain the “MET” criteria
- Faculty and Preceptors are open and receptive to incorporating new activities and assignments as needed
- Curriculum results in first-time takers pass rate of 91%

Areas for strengthening:

- Documentation and record keeping of the summative evaluation

**APPENDIX A: Syllabus for NUTR 498**

**SPECIAL PROBLEMS IN  
HUMAN RESOURCES  
NUTR 498**

[watkinst@cwu.edu](mailto:watkinst@cwu.edu)



**Textbook:**

There is no required text.

**Student Outcomes:**

Upon completion of the course, students should understand how to:

1. Build a welcoming work environment
2. Analyze a job and develop a job description
3. Find, recruit, screen, hire and orient new employees
4. Train, motivate, and develop employees
5. Manage terminations
6. Manage benefits and compensation
7. Ensure a lawful workplace

**Application of Course Content:** This course has been developed to allow students to apply the knowledge gained in the classroom to the work environment. To accomplish this, students will work independently or in small groups to solve human resource management problems presented by the instructor. In order to work effectively as a team member, students should:

- **Read** the assigned papers and articles **prior** to group meetings, reflect on the material, and provide written responses to questions as requested;
- **Be present** in the online discussion forum a minimum of four out of seven days in the week; and
- **Actively** participate in class discussion by reading, reflecting on the material, responding to questions, and participating in discussions about the material.

**Class Policies and Procedures:**

1. Participation is important for complete understanding of the course content. Since this is an online class, attendance is measured through your participation in the online discussions and class assignments. You must actively participate in the online discussion forum and class assignments four out of seven days in a week. Weeks start on Monday and end on Sunday. Attendance will be monitored and factored into the grade. In the discussion boards, remember to a) respond to questions posed by the instructor, and b) reply to at least two peers' responses and reply to any comments peers have posted to you. Note: the instructor will moderate the discussion board threads. You should respond to any follow-up questions directed at you by the instructor or other students. I will grade your participation in the online discussions each week.
2. Students are expected to read the assigned material and be prepared to participate in class discussions and group activities. Professionalism and participation points will be lost if you are not prepared for class.
3. Not all of the assigned reading will be addressed directly in the online forum. Test questions will be taken from assigned readings. It is critical that students check email and Blackboard routinely and stay on task with the readings, lectures and assignments. If your CWU email address is not your primary email, you will need to arrange to forward your CWU emails to your primary email address. Refer to the "Bb Help" tab on our Blackboard class site for directions. Only your CWU email can be used for course correspondence.
4. All case assignments or class assignments are team or group activities. Each team member who participates fully will receive the "group grade". Students failing to participate will not receive full credit for the assignment. Examples of non-participation resulting in grade penalties include but are not limited to:
  - minimal or no contribution to the assignment
  - failure to respond to communications
  - responding to communications in an untimely manner so that all work is completed before you contribute
  - providing work of such a poor quality that it is subject to extensive revision by your group members
5. The test schedule will be maintained according to the instructor's direction. Blackboard clearly shows the due dates of all quizzes and exams. No make-up tests will be available. You have all session to finish the weekly quizzes; you may take them at your leisure.

6. Tests will be offered online only. You will be given two attempts to take an exam, and the grade awarded will be the average of the attempts. The weekly quizzes are a great way to prepare for the final exam, please take advantage of both attempts. Exams will not be reopened for any reason.
7. It is the student's responsibility to meet the technology standards set by Central Washington University's Information Technology department. No special accommodations are afforded for technology shortcomings.
8. Review the "Read Me First" documents.
9. Assignments will be posted on Blackboard for you to download according to the syllabus schedule. Assignments will be turned in electronically via Blackboard. Each assignment must be submitted in a single Word document. No late assignments will be accepted.
10. Individual assignments must be typed, double-spaced, greater than 10 point font, and free of spelling and typographical errors. Assignments that do not meet these criteria will result in a loss of credit, up to the amount of the assignment.

#### **CWU Proscribed Conduct:**

Student Judicial Code. Refer to WAC 106-120 for complete Code. Revisions and current policy are available in the office of the Vice President for Student Affairs. A student shall be subject to disciplinary action or sanction upon violation of any of the following conduct proscriptions:

- A. disruptive and disorderly conduct which interferes with the rights and opportunities of other students to pursue their academic studies;
- B. academic dishonesty in all its forms including, but not limited to:
  1. Cheating on tests;
  2. Copying from another student's test paper;
  3. Using materials during a test not authorized by the person giving the test;
  4. Collaboration with any other person during a test without authority;
  5. Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of an unadministered test or information about an un-administered test;
  6. Bribing any other person to obtain an unadministered test or information about an unadministered test;
  7. Substitution for another student or permitting any other person to substitute for oneself to take a test;
  8. "Plagiarism" which shall mean the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit;
  9. "Collusion" which shall mean the unauthorized collaboration with any other person in preparing work offered for credit.

Students found to be in violation of any of the previously listed conduct proscriptions will receive the grade of F for the course. There will be no exceptions or mediating circumstances considered.

#### **Accommodation:**

Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their *Confirmation of Eligibility for Academic Adjustments* from the Disability Support Services Office as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this form should contact the Disability Support Services Office, Bouillon 205 or 963-2171 immediately.

#### **Disclaimer:**

University policy states that 1 course credit represents a total time commitment by the student of 3 hours each week for a 10-week quarter. For this 5 credit class, during the compressed 6-week summer session, you should be prepared to spend 20-25 hours per week doing the work for this course. Because this course is completed entirely online, none of that time will be spent sitting in class. Instead, all of that time will be spent reading, doing research, writing, and participating in online activities. You should plan to login to the course website almost every day to get announcements, access course materials, participate in the Discussion Board, and engage in group assignments.

**You are responsible** for your individual success in this course, and we are collectively responsible for the overall success of this online course. The success of our course will be determined by the participation of all the members. Thus, it is essential that you keep up with the reading and with your postings to the online Discussion Board, where the bulk of the online interaction in this course will take place.

**All work** will be submitted online in digital format, so you must have access to a word processing program and the Internet either at home or at school. If this will be a problem, please contact me immediately.

**In this class**, diversity is welcomed and celebrated. Any forms of prejudice or discrimination based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status will not be tolerated. The course's main purpose is to learn about human resources topics within a climate of civility and mutual respect. To learn more about the concept of diversity, go to the Diversity Education Center at [www.cwu.edu/~diversity](http://www.cwu.edu/~diversity)

**This course will encompass** active participation as above stated and professionalism and respect with which you treat your work, the work of your fellow students and your professor. This includes, investing energy and care into the discussions, turning in professional quality work, and treating others with respect in all online interaction and in writing (e.g., employing e-mail etiquette). I expect everyone to show proper online etiquette, respecting the ideas of others and asking for clarification if necessary. You are free to disagree with any ideas that are presented by others in class, but you must be willing to support your own perspective, maintain a civil tone, and accept differences of opinion.

#### Grading:

You are assigned a weekly grade based on the quality of your discussion board assignments, group assignments, assigned quizzes, and level of participation in the online environment. Percentages for the weekly grade are as follows:

Discussion Board	30%
Group Assignments	30%
Quiz	30%
Participation	10%

During weeks where there are no group assignments, percentages for the weekly grade are as follows:

Discussion Board	40%
Quiz	40%
Participation	20%

A summative final exam will be offered at the end of the session and will count as 10% of your final grade. Each weekly grade will count equally toward the final grade:

Week 1	15%
Week 2	15%
Week 3	15%
Week 4	15%
Week 5	15%
Week 6	15%
Final Exam	10%

#### Grading Scale:

A: > 93%	A- 92 – 90%		
B+: 87-89%	B: 83 - 86%	B- 82 – 80%	
C+: 77 – 79%	C: 73 – 76%	C-: 72 - 70%	
D+: 67 – 69%	D: 66 – 63%	D- 60 – 62%	F: < 60%

# June 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>Week</b>	17 Class Begins	18	19 Weekly initial discussion posts due 8:00 am	20	21	22
<b>Week</b>	24 Week 1 assignments due 8:00 am	25	26 Weekly initial discussion posts Due 8:00 am	27	28	29

# July 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Week 3	1 Week 2 assignments due 8:00 am	2	3 Weekly initial discussion posts Due 8:00 am	4	5	6
Week 4	8 Week 3 assignments due 8:00 am	9	10 Weekly initial discussion posts Due 8:00 am	11	12	13
Week 5	15 Week 4 assignments due 8:00 am	16	17 Weekly initial discussion posts Due 8:00 am	18	19	20
Week 6	22 Week 5 assignments due 8:00 am	23	24 Weekly initial discussion posts Due 8:00 am	25	26 Final exam and all weekly quizzes due 11:59 pm	27
	29	30 GRADES SUBMITTED TO SAFARI 11:59 PM				

## APPENDIX B: New Policy

### New Policy:

#### 4. CWU Masters Students as DI applicants

Policy: CWU students enrolled in the Nutrition MS program must have successfully completed their thesis defense meeting prior to the DND Digital “Deadline for withdrawing” date to be eligible for selection to the CWU DI.

#### Procedure:

1. This policy will be posted on the DI website.
2. Applications to the CWU Dietetic Internship will be accepted from CWU students enrolled in the Nutrition MS program.
3. Applicants will be provided with a copy of this policy in duplicate for review. One copy will be returned to the Dietetic Internship Director with applicant signature acknowledging receipt and understanding of the policy.
4. Before the “Deadline for withdrawing” date, the applicant will submit documentation of successful completion of the thesis defense. Documentation must include faculty signatures from the student’s research committee.
5. If the documentation above is not received prior to the “Deadline for withdrawing,” the applicant will not continue as part of the applicant pool.

## APPENDIX C: Program Assessment Summary Matrices (Standard 7) Assessment Period from 2009 to 2012

### Mission of the Dietetics Program (Standard 4)

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 development of life-longer learners.

### Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)

Goal #1 – Graduate competent entry-level practitioners who obtain employment in dietetics-related fields

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (Finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
<b>Example:</b> Over a 5-year period, 90% of enrolled students will complete program requirements within 3 years.	Graduation records from the Office of Student Records	Review graduation records annually.	Program Directors & Committee on Student Retention	<ul style="list-style-type: none"> <li>• Identify students at risk</li> <li>• Advisor meets with students to make sure they are on track.</li> <li>• Etc....</li> </ul>	Annually each June  (on-going)	Not Met: 67% of enrolled students completed program requirements within 3 years.
Course completion: 90% of graduates will complete it.	<ul style="list-style-type: none"> <li>- DI records for completion of practice rotations</li> <li>- University online student records for completion of course work and a GPA at 3.0 or better</li> </ul>	Review of records	DI Director	<ul style="list-style-type: none"> <li>- Identify students at risk</li> <li>- Provide additional mentoring and supervision on site during rotation</li> <li>- Arrange additional time in additional facility for further supervised practice</li> </ul>	<ul style="list-style-type: none"> <li>- Informally at end of each rotation and quarter as grades are determined.</li> <li>- Formally at the end of internship year as verification statements are being completed.</li> </ul>	97.5% (40 of 41) interns completed all rotations. 95% (39 of 41) completed within 150% of time planned for completion.  Met: Yes [ X ] No [    ]
Employment: 90% of graduates who seek employment will be employed in dietetics-related fields within 3 months of graduation	Survey of graduates	Review of survey data	Intern graduates  DI Director		<ul style="list-style-type: none"> <li>- Formally through graduate survey</li> <li>- Informally through conversations and social media</li> </ul>	Did not meet: 86% of those seeking employment found dietetics-related work within 3 months  Met: Yes [    ] No [ X ]
Pass Rate: 80% of the first-time test takers (over the past five years) will pass the registration exam	Record of Exam Pass Rates from ACT	Review of data	DI Director		Annually	Met: 90.9% of first-time test takers over the past 5 years were successful Met: Yes [ X ]

						No [ <input type="checkbox"/> ]
90% of graduates will rate themselves as competent when surveyed one year after graduation	Survey of graduates	Review of survey data	DI Director		Annually	Met: 100% of respondents rated themselves as competent to practice as an entry-level dietitian Met: Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ]
90% of employers will rate graduates as competent	Employer survey	Review of survey data	DI Director		Annually	Met: Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ]

**Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)**

Goal #2 – Produce graduates committed to life-long learning

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
<b>Example:</b> External grant funding increases 10% in the next 5 years.	Data from grants and contracts office.	Review data quarterly. Discuss funding activity during faculty reviews.	Program Director	<ul style="list-style-type: none"> <li>Send faculty to grant writing workshops.</li> <li>Provide internal seed money for new faculty.</li> </ul>	Quarterly June '05 – May '10 (on-going)	Met: External grant funding increased 18% over 5 years.
25% of graduates will pursue an advanced degree in nutrition or related field	Survey of graduates	Review of survey data	DI Director			22% of graduates pursued an advanced degree Met: Yes [ <input type="checkbox"/> ] No [ <input checked="" type="checkbox"/> ]
90% of graduates will report pursuing certification or participating in continuing education activities	Survey of graduates	Review of survey data	DI Director			89% of graduates report participation in continuing education activities Met: Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ]



Goal #3 – Provide dietetic internship preceptors with support which enables them to function effectively in their roles.

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
<b>Example:</b> External grant funding increases 10% in the next 5 years.	Data from grants and contracts office.	Review data quarterly. Discuss funding activity during faculty reviews.	Program Director	<ul style="list-style-type: none"> <li>• Send faculty to grant writing workshops.</li> <li>• Provide internal seed money for new faculty.</li> </ul>	Quarterly June '05 – May '10 (on-going)	Met: External grant funding increased 18% over 5 years.
90% of dietetic internship preceptors will report that they are satisfied with the support they receive	Survey of preceptors	Review of survey data	DI Director			100% of preceptors reported a neutral or positive response to their satisfaction level with the support they receive Met: Yes [ X ] No [ ]

## APPENDIX D: Program Assessment Summary Matrices (Standard 7) Assessment Period from 2013 to 2017

### Mission of the Dietetics Program (Standard 4)

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 development of life-longer learners.

### Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)

Goal #1 – Graduate competent entry-level practitioners who obtain employment in dietetics-related fields

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (Finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
<b>Example:</b> Over a 5-year period, 90% of enrolled students will complete program requirements within 3 years.	Graduation records, from the Office of Student Records	Review graduation records annually.	Program Directors & Committee on Student Retention	<ul style="list-style-type: none"> <li>• Identify students at risk</li> <li>• Advisor meets with students to make sure they are on track.</li> <li>• Etc....</li> </ul>	Annually each June  (on-going)	Not Met: 67% of enrolled students completed program requirements within 3 years.
Course completion: 90% of graduates will complete all rotations and coursework within 150% of the time planned for completion or 21 months.	<ul style="list-style-type: none"> <li>- DI records for completion of practice rotations</li> <li>- University online student records for completion of course work and a GPA at 3.0 or better</li> </ul>	Review of records	DI Director	<ul style="list-style-type: none"> <li>- Identify students at risk</li> <li>- Provide additional mentoring and supervision on site during rotation</li> <li>- Arrange additional time in additional facility for further supervised practice</li> </ul>	<ul style="list-style-type: none"> <li>- Informally at end of each rotation and quarter as grades are determined,</li> <li>- Formally at the end of internship year as verification statements are being completed.</li> </ul>	
Employment: 90% of graduates who seek employment will be employed in dietetics-related fields within 3 months of graduation	Survey of graduates	Review of survey data	Intern graduates  DI Director	<ul style="list-style-type: none"> <li>- Inclusion of Job interview skills in seminar schedule</li> <li>- Inclusion of resume writing in seminar schedule</li> </ul>	<ul style="list-style-type: none"> <li>- Formally through graduate survey</li> <li>- Informally through conversations and social media</li> </ul>	
Pass Rate: 80% of the first-time test takers (over the past five years) will pass the registration exam	Record of Exam Pass Rates from ACT	Review of data	DI Director	- Provide RD Exam review materials for use by interns	Annually	
90% of graduates will rate themselves as competent when surveyed one year after graduation	Survey of graduates	Review of survey data	DI Director	<ul style="list-style-type: none"> <li>- Review survey data</li> <li>- Incorporate action when possible to address concerns</li> </ul>	Annually	
90% of employers will rate graduates as competent	Employer survey	Review of survey data	DI Director	<ul style="list-style-type: none"> <li>- Encourage interns to provide name and contact information for employer</li> <li>- Send survey reminders</li> </ul>	Annually	

**Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)**

**Goal #2 – Produce graduates committed to life-long learning**

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
<b>Example:</b> External grant funding increases 10% in the next 5 years.	Data from grants and contracts office.	Review data quarterly. Discuss funding activity during faculty reviews.	Program Director	<ul style="list-style-type: none"> <li>Send faculty to grant writing workshops.</li> <li>Provide internal seed money for new faculty.</li> </ul>	Quarterly June '05 – May '10 (on-going)	Met: External grant funding increased 18% over 5 years.
25% of graduates will pursue an advanced degree in nutrition or related field	Survey of graduates	Review of survey data	DI Director	<ul style="list-style-type: none"> <li>-Provide seminar session on the benefits of graduate education</li> <li>-Provide seminar session on CWU Graduate program</li> </ul>	Annually	22% of graduates pursued an advanced degree Met: Yes [ ] No [ X ]
90% of graduates will report pursuing certification or participating in continuing education activities	Survey of graduates	Review of survey data	DI Director	-Continue to have each intern complete self assessment and continuing education plan	Annually	89% of graduates report participation in continuing education activities Met: Yes [ X ] No [ ]

**Goal #3 – Provide dietetic internship preceptors with support which enables them to function effectively in their roles.**

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
<b>Example:</b> External grant funding increases 10% in the next 5 years.	Data from grants and contracts office.	Review data quarterly. Discuss funding activity during faculty reviews.	Program Director	<ul style="list-style-type: none"> <li>Send faculty to grant writing workshops.</li> <li>Provide internal seed money for new faculty.</li> </ul>	Quarterly June '05 – May '10 (on-going)	Met: External grant funding increased 18% over 5 years.
90% of dietetic internship preceptors will report that they are satisfied with the support they receive	Survey of preceptors	Review of survey data	DI Director	<ul style="list-style-type: none"> <li>-Review survey results annually</li> <li>-Develop response to any concerns raised that can be addressed</li> </ul>	Annually	100% of preceptors reported a neutral or positive response to their satisfaction level with the support they receive Met: Yes [ X ] No [ ]

**APPENDIX E: Planned Experiences and Competencies (Standard 13)  
On-going Assessment of Core Knowledge & Competencies for the RD  
Assessment Period from 2009 to 2013**

	<b>Competencies/Learning Outcomes</b>	<b>Rotation/Course</b>	<b>Learning Activity</b>	<b>Evaluation</b>	<b>Evaluator</b>
<b>1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice.</b>					
DI 1.1	DI graduates are able to select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes.	MNT II  FS Management  NUTR 543	Nutrition care of assigned patients  Time and Motion Study Temperature Study  Oral case study presentation (team)	Rotation Evaluation  Study Reports Rotation Evaluation  Written paper and overall course <u>grade</u>	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation  Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation and completed time and motion or temperature study.  Instructor
DI 1.2	DI graduates are able to apply evidence-based guidelines, systematic review and scientific literature in the nutrition care process and model and other areas of dietetics practice	MNT II  NUTR 545	MNT Case Study Presentation Patient Care Staff Relief  Care Plan Assignment Team Presentation of Topic from EAL	Rotation Evaluation  Written Care Plan Written paper and overall course grade	DI Director: all interns (100%) presented oral Case Study report demonstrating application of evidence-based guidelines and scientific literature in nutrition care.  DI Director Instructor: all interns completed the EAL presentation indicated by 100% receiving a B or better in NUTR 545
DI 1.3	DI graduates are able to justify programs, products, services and care using appropriate evidence or data.	FS Management  NUTR 547	Food Specification Assignment Equipment Specification Assignment  Written Term Paper with Oral Presentation	Written reports Rotation Evaluation  Written Evaluation	Preceptor  Instructor/Peers
DI 1.4	DI graduates are able to evaluate emerging research for application in dietetics practice	NUTR 543 NUTR 545	Oral Case Study Presentation (team) Team Presentation of Topic from EAL	Written Evaluation Written Evaluation	Instructor/Peers Instructor: all interns completed the EAL presentation indicated by

					100% receiving a B or better in NUTR 545
DI 1.5	DI graduates are able to conduct research projects using appropriate research methods, ethical procedures and statistical analysis.	DI Seminar and selected DI rotation	Plan and conduct research project. May utilize assigned rotation activities as research topic, ie. Client/patient satisfaction surveys, time/temperature studies, etc.	Written report with self evaluation.	Preceptors and Instructor: All interns completed a research type project (customer satisfaction survey, time-temp study, time and motion study, and/or research proposal in NUTR 598: International Nutrition issues. Success demonstrated by "Met" or better on rotation evaluation or by grade of B or better in NUTR 598.
<b>2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</b>					
DI 2.1	DI graduates are able to practice in compliance with current federal regulations and state statues and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.	DI Seminar	Reads and discusses ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics	Attendance at Seminar	DI Director
		All rotations	Intern practices in compliance with the professional standards of ADA, CWU, and the individual practice site.	Rotation Evaluation	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation
DI 2.2	DI graduates are able to demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures.	Research Project	Intern completes report of research project demonstrating professional and scientific writing skills.	Project Report Evaluation	DI Director CWU Nutrition Faculty
		FS Management	Policy/Procedure Assignment Equipment Order Justification	Written Policy/Procedure Written Justification  Rotation Evaluation	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation
DI 2.3	DI graduates are able to design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience.	NUTR 540	Written Nutrition Curriculum for Target Group with Presentation (team)	Written evaluation	Instructor and peers
DI 2.4	DI graduates are able to use effective education and counseling skills to facilitate behavior change	Community Food Service Management	Plan and conduct in-service training session.	Rotation Evaluation	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation
		Any Rotation	Plan and implement public presentations for target audiences.	Rotation Evaluation	Preceptor and participants

DI 2.5	DI graduates are able to demonstrate active participation, teamwork and contributions in group settings	Community Project	Actively participates in planning, implementing, and conducting group activities.	Written Evaluation	DI Director and Peers
		NUTR 540	Written Nutrition Curriculum for Target Group with Presentation (team)	Written Evaluation	Instructor and peers
DI 2.6	DI graduates are able to assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.	MNT I and II Community	Intern makes appropriate referrals to other support personnel and healthcare team members.	Rotation evaluation	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation
DI 2.7	DI graduates are able to refer clients and patients to other professionals and services when needs are beyond individual scope of practice.				
DI 2.8	DI graduates are able to demonstrate initiative by proactively developing solutions to problems.	All rotations	Utilizes appropriate critical thinking skills and is proactive in finding solutions.	Rotation Evaluation	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation
DI 2.9	DI graduates are able to apply leadership principles effectively to achieve desired outcomes.	Throughout DI year	Intern will utilize leadership skills by seeking out a local health/wellness group and develop ongoing relationship.	Summary and self evaluation of participation and leadership strengths and weaknesses.	DI Director
DI 2.10	DI graduates are able to serve in professional and community organizations.	Throughout DI year	Intern participates in district and state professional/ dietetic meetings.	Record of attendance and written summary of activities.	All interns participated in 3 local dietetic related meeting and attended the WSAND annual meeting. Evaluation was completed at the weekly seminar following the annual meeting.
DI 2.11	DI graduates are able to establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals.	MNT I and II Community	Intern practices as a team member and refers patients/clients when appropriate.	Rotation Evaluation	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation
		FS Management	Intern works with kitchen employees and staff to meet goals of facility	Rotation Evaluation	Preceptor

DI 2.12	DI graduates are able to demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures.	All rotations	Intern demonstrates professional values, beliefs, and practices during all internship activities/rotations.	Rotation Evaluation	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation
DI 2.13	DI graduates are able to perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the CDR.	DI Seminar  All rotations	Participate in review and discussion of CDR Portfolio procedures.  Complete self assessment and develop goals and objectives for each rotation	Complete draft portfolio  Goals and objectives submitted to preceptor and DI Director	DI Director  Preceptor
DI 2.14	DI graduates are able to demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background.	Community Community Concentration	Client interviewing and care Community presentations to diverse groups	Rotation Evaluation	Preceptor
<b>DI 3.1</b>	<b>Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.</b>				
DI 3.1.a	DI graduates are able to assess the nutrition status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered	MNT I and II Community Renal Long Term Care	Provides appropriate care for assigned patients/clients.	Rotation Evaluation	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation
DI 3.1.b	DI graduates are able to diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.	Staff Relief	Independently provides appropriate nutrition care for assigned patients.	Rotation Evaluation	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation
DI 3.1.c	DI graduates are able to plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.	NUTR 541	Completes written and oral presentation of assigned case studies.	Written Evaluation	DI Director/Instructor of NUTR 541: All interns demonstrated success with written and oral presentation of assigned case studies by achieving a grade of B or better in NUTR 541
DI 3.1.d	DI graduates are able to monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.				
DI 3.2	DI graduates are able to develop and demonstrate effective communication skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.	Any rotation	Plan and conduct inservice and/or client education presentations.	Rotation Evaluation	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation
DI 3.3	DI graduates are able to demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.	Fd Service Management Hospital FSM	Plan and implement "Theme Meal" and/or catering event	Rotation Evaluation	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation

DI 3.4	DI graduates are able to develop and deliver products, programs, or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions.	Community Project  NUTR 540	Actively participates in planning, implementing, and conducting community project.  Written Nutrition Curriculum for Target Group with Presentation (team)	Written Report of Activity and Personal Contribution to Event  Written Evaluation	DI Director: All interns participated in planning and implementing the community group project – Family Field Day. Documenting with a written report was not completed.  Instructor and peers
DI 3.5	DI graduates are able to deliver respectful, science-based answers to consumer questions concerning emerging trends.	NUTR 547	Written term paper with oral presentation	Written Evaluation	Instructor/Peers: All interns demonstrated successful completion by achieving a C or better grade in NUTR 547.
DI 3.6	DI graduates are able to coordinate procurement, production, distribution and service of goods and services.	Fd Service Management		Rotation Evaluation	Preceptor
DI 3.7	DI graduates are able to develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.	FS Management	Menu Assignment Recipe Standardization Assignment	Written Evaluation Review with Preceptor  Rotation Evaluation	Preceptor
<b>4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.</b>					
DI 4.1	DI graduates are able to use organizational processes and tools to manage human resources	FS Management	Reviews human resource management procedures with Preceptor and HR Dept  Mock Employee Evaluation	Review with Preceptor  Written Report Rotation Evaluation	Preceptor
DI 4.2	DI graduates are able to perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	FS Management	Sanitation and Safety Survey	Review with DI Director Rotation Evaluation	DI Director  Preceptor
DI 4.3	DI graduates are able to apply systems theory and a process approach to make decisions and maximize outcomes.	FS Management MNT II	Staff Relief	Rotation Evaluation	Preceptor evaluation of intern: 100% of interns received “Met” or better on rotation evaluation
DI 4.4	DI graduates are able to participate in public policy activities, including both legislative and regulatory initiatives.	Seminar	Participate in Public Policy Advocacy Activity	Record of Participation	DI Director
DI 4.5	DI graduates are able to conduct clinical and customer service quality management activities.	Fd Service Management Hosp FSM	Temperature Study	Study report Rotation Evaluation	Preceptor evaluation of intern: 100% of interns received “Met” or better on rotation evaluation
DI	DI graduates are able to use current informatics technology to develop, store, retrieve and	MNT Community		Written Evaluation of Intern	



4.6	disseminate information and data.	NUTR 540	Website evaluation		Instructor
DI 4.7	DI graduates are able to prepare and analyze quality, financial or productivity data and develop a plan for intervention.	FS Management	Quality Assurance Study designated by preceptor	Report, Review with preceptor Rotation Evaluation	Preceptor
DI 4.8	DI graduates are able to conduct feasibility studies for products, programs or services with consideration of costs and benefits.	FS Management	Food Specification Assignment Equipment Spec Assignment	Written reports Rotation Evaluation	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation
DI 4.9	DI graduates are able to obtain and analyze financial data to assess budget controls and maximize fiscal outcomes	FS Management	Review Budget and Budgetary controls with preceptor	Review with preceptor	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation
DI 4.10	DI graduates are able to develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies.	Community Project	Business Plan for Community Project (group report)	Written Business Plan	DI Director
DI 4.11	DI graduates are able to complete documentation that follows professional guidelines, guidelines required by healthcare systems and guidelines required by the practice setting.	MNT Community		Written Evaluation of Intern	Preceptor evaluation of intern: 100% of interns received "Met" or better on rotation evaluation
DI 4.12	DI graduates are able to participate in coding and billing of dietetic/nutrition services to obtain reimbursement for services from public or private insurers.	Community		Written Evaluation of Intern	Preceptor

**APPENDIX F: Learning Assessment Summary Matrix (Standard 13)  
On-going Assessment of Core Knowledge & Competencies for the RD  
Assessment Period from 2013 to 2017**

<b>Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research<sup>1</sup> into practice</b>					
KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice. (Note: <i>Examples of evidence-based guidelines and protocols include the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.</i> )					
	<b>A) Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</b>	<b>B) Rotation or class in which assessment will occur (Guideline 13.1c)</b>	<b>C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</b>	<b>D) Timeline for collecting formative and summative data (Guideline 13.1e)</b>	<b>E) Resulting data with the date collected for 2 competencies per domain</b>
<b>Example:</b> Evaluate emerging research for application in dietetics practice	When given articles on emerging research that are relevant to a patient's care, all students (100%) are able to accurately explain the relevance of the articles and make appropriate suggestions on how to modify care in 75% of interventions.	MNT rotation	Preceptors	During the MNT rotation	When given articles on emerging research, less than 50% of students were able to explain the relevance of the articles and make appropriate suggestions for modifying care in 75% of interventions. (Not Met).
CRD 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives. (Note: <i>Outcomes may include clinical, programmatic, quality, productivity, economic or other outcomes in wellness, management, sports, clinical settings, etc.</i> )	All interns will complete a time and motion study or a temperature study and receive rating of "Met" or better rating on rotation evaluation	FS Mgmt Rotation	Preceptor of FS Mgmt rotation	Intern Performance Evaluation form at the end of the FS Mgmt rotation.	

<sup>1</sup> Research is broadly defined as an activity that includes all components of the scientific method; i.e., statement of the problem, data collection, analysis and interpretation of results; and decision-making based on results. All students should have core experiences that prepare them to properly interpret research literature and apply it to practice (evidence-based practice), document the value of their services, and participate in adding to the body of scientific knowledge on nutrition, health, and wellness. Activities may include community needs assessment, food science experiments, product development/improvement, continuous-quality improvement activities, or other research projects including master theses and doctoral dissertations.

CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice	All interns will include evidence-based guidelines and protocols in completing 3 case studies with a minimum score of satisfactory on each case study.	NUTR 541	Instructor of NUTR 541	Summer school	
CRD 1.3: Justify programs, products, services and care using appropriate evidence or data	All interns will complete a food product or equipment specification assignment and receive rating of "Met" or better rating on rotation evaluation	FS Mgmt rotation	Preceptor of the FS Mgmt rotation	Intern Performance Evaluation form at the end of the rotation	
CRD 1.4: Evaluate emerging research for application in dietetics practice	Each intern (alone or as a team member) will present an oral case study on emerging research with a score of 80% or better	NUTR 543	Instructor and peers	Instructor/peers during summer quarter	
CRD 1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis	All interns will complete a grant proposal project with a score of 80% or better	NUTR 598: International Nutrition	Instructor	Instructor during summer quarter	

**Domain 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.**

KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (Note: *Students must be able to demonstrate effective and professional oral and written communication and documentation.*)

KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods. (Note: *Students must be able to demonstrate counseling techniques to facilitate behavior change.*)

KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 competencies per domain
CRD 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics	<p>All interns will read and discuss Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics.</p> <p>All interns will apply Scope of Dietetics Practice and Code of Ethics to their practice and receive rating of “Met” or better on rotation evaluation</p>	<p>DI Seminar</p> <p>All rotations</p>	<p>DI Director</p> <p>Preceptors</p>	<p>Attendance at seminar</p> <p>Intern Performance Evaluation form at the end of each rotation</p>	
CRD 2.2: Demonstrate professional writing skills in preparing professional communications (Note: <i>Examples include research manuscripts, project proposals, education materials, policies and procedures</i> )	<p>Interns will demonstrate professional writing skills in medical record entries, written reports, written communications, and/or assignments and receive a rating of “Met” or better on rotation evaluation</p>	All rotations	Preceptors	<p>Intern Performance Evaluation form at the end of each rotation</p>	
CRD 2.3: Design, implement and evaluate presentations to a target audience (Note: <i>A quality presentation considers life experiences, cultural diversity and educational background of the target audience.</i> )	<p>Each intern will design, implement, and evaluate presentations for at least 2 different target audiences and receive a satisfactory rating..</p>	<p>1 during FS Mgmt rotation</p> <p>1 or more during any rotation and/or in the community</p>	<p>FS Mgmt Preceptor</p> <p>Designated Preceptor or DI Director</p>	<p>During FS Mgmt rotation</p> <p>Throughout the year – may be summer classes, other rotations, or community groups</p>	

CRD 2.4: Use effective education and counseling skills to facilitate behavior change	All interns will use effective education and counseling skills and receive a rating of "Met" or better on rotation evaluation	Community rotation  MNT II rotation	Community preceptor  MNT II preceptor	During Community and MNT II rotations: recorded on Intern Performance Evaluation form	
CRD 2.5: Demonstrate active participation, teamwork and contributions in group settings	All interns will complete a class project/assignment demonstrating teamwork with a satisfactory rating.	NUTR 541 NUTR 598	Instructors	During summer school quarter	
CRD 2.6: Assign patient care activities to DTRs and/or support personnel as appropriate (Note: <i>In completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.</i> )	All interns will make appropriate referrals to support personnel and/or DTRs and receive a rating of "Met" or better on rotation evaluation	MNT II rotation	MNT II preceptor	During the MNT rotation	
CRD 2.7: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	All interns will refer clients/patients to other professionals or services when appropriate and receive rating of "Met" or better on rotation evaluation.	MNT rotation(s)	Preceptors	During the MNT rotation	
CRD 2.8: Apply leadership skills to achieve desired outcomes	All interns will complete a self assessment of their leadership skills participate in Family Field Day or other activity and take a leadership role and receive a satisfactory score.	Winter or Spring quarter	DI Director	End of spring quarter	

CRD 2.9: Participate in professional and community organizations <sup>2,3</sup>	All interns will participate in 4 or more dietetic related professional meetings, including the state dietetic annual meeting.	Throughout the year.	Intern to record participation on activity log.	DI Director to review activity logs at end of year.	
CRD 2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services (Note: <i>Other health professional include physicians, nurses, pharmacists, etc.</i> )	All interns will work collaboratively with other support personnel and health professionals and receive rating of “Met” or better on rotation evaluation.	Community, MNT II, and FS Mgmt rotations	Preceptors	Intern Performance Evaluation form at the end of each rotation	
CRD 2.11: Demonstrate professional attributes within various organizational cultures (Note: <i>Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.</i> )	All interns will demonstrate attributes including good “people skills”, initiative, responsibility, dependability, and professional conduct and receive rating of “Met” or better on rotation evaluation.	All Community, MNT II, and FS Mgmt rotations	Preceptors	Intern Performance Evaluation form at the end of each rotation	
CRD 2.12: Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration	All interns will develop a personal Professional Development Portfolio and submit a copy to DI Director.	Seminar	DI Director	Review at end of internship year.	

<sup>2</sup> Community-based supervised practice experiences need not take place in a dietetics-related organization. Experiences may occur in local community organizations such as United Way, food banks such as Second Harvest, or even faith-based organizations such as the Salvation Army. Experiences can also occur at sister units of the program within the parent organization such as an outpatient clinic or a campus fitness center.

<sup>3</sup> Professional and community organizations provide many opportunities for students to develop leadership skills. They do not have to hold an elected position to demonstrate leadership. For example, the program can create community-based projects where a group of students is asked to serve under the leadership of another student. After a task or set of tasks is successfully accomplished, another student may be selected to lead the group in accomplishing different tasks, until eventually; all students get to take a leadership role.

CRD 2.13: Demonstrate negotiation skills (Note: <i>Demonstrating negotiating skills includes showing assertiveness when needed, while respecting the life experiences, cultural diversity and educational background of the other parties.</i> )	All interns will communicate effectively with clients/personnel demonstrating recognition of diversity in life experiences, culture, education, and personal priorities receive rating of "Met" or better on rotation evaluation.	Community and MNT II rotations	Preceptors	Intern Performance Evaluation form at the end of each rotation	
<b>Domain 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations</b>					
<p>KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation. (Note: <i>Students must be able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions.</i>)</p> <p>KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. (Note: <i>Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups.</i>)</p> <p>KRD 3.3: The curriculum must include education and behavior change theories and techniques. (Note: <i>Students must be able to develop an educational session or program/educational strategy for a target population.</i>)</p>					
	<b>A) Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</b>	<b>B) Rotation or class in which assessment will occur (Guideline 13.1c)</b>	<b>C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</b>	<b>D) Timeline for collecting formative and summative data (Guideline 13.1e)</b>	<b>E) Resulting data with the date collected for 2 competencies per domain</b>
CRD 3.1: Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings	All interns will provide patient care using the Nutrition Care Process and standardized nutrition language and achieve "MET" rating on criteria	MNT I and II	Preceptors	Intern Performance Evaluation form at the end of each rotation	
<ul style="list-style-type: none"> <li>CRD 3.1.a: Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</li> </ul>	All interns will assess nutritional status of individuals and groups and achieve "MET" rating on criteria	MNT I and II Community	Preceptors	Intern Performance Evaluation form at the end of each rotation	
<ul style="list-style-type: none"> <li>CRD 3.1.b.: Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</li> </ul>	All interns will utilize PES statements in care plans and achieve "MET" rating on criteria	MNT I and II	Preceptors	Intern Performance Evaluation form at the end of each rotation	

<ul style="list-style-type: none"> <li>• CRD 3.1.c: Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</li> </ul>	All interns will plan and implement nutrition interventions and will achieve “MET” rating on criteria performing	MNT I and II	Preceptors	Intern Performance Evaluation form at the end of each rotation	
<ul style="list-style-type: none"> <li>• CRD 3.1.d: Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</li> </ul>	All interns will monitor and evaluate interventions and achieve “MET” rating on criteria	MNT I and II	Preceptors	Intern Performance Evaluation form at the end of each rotation	
<ul style="list-style-type: none"> <li>• CRD 3.1.e: Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</li> </ul>	All interns will complete documentation for nutrition care and achieve “MET” rating on criteria	MNT I and II Community	Preceptors	Intern Performance Evaluation form at the end of each rotation	
CRD 3.2: Demonstrate effective communications skills for clinical and customer services in a variety of formats (Note: <i>Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.</i> )	All interns will demonstrate effective communication skills and achieve “MET” rating on criteria	MNT I and II	Preceptors	Intern Performance Evaluation form at the end of each rotation	
CRD 3.3: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (Note: <i>Students/interns should consider health messages and interventions that integrate the consumer's desire for taste, convenience and economy with the need for nutrition, food safety.</i> )	All interns will develop projects that promote health, wellness, and lifestyle management and achieve “MET” rating on criteria	Any rotation	Preceptors	Intern Performance Evaluation form at the end of each rotation	



CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends	All interns will be respectful in dealing with diverse populations and achieve "MET" rating on criteria	Any rotation	Preceptors	Intern Performance Evaluation form at the end of each rotation	
CRD 3.5: Coordinate procurement, production, distribution and service of goods and services (Note: <i>Students/Interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.</i> )	All interns will complete a self-assessment paper of their activities during the internship citing their involvement in responsible use of resources and receive a satisfactory rating.	Any rotation	DI Director	Spring quarter of the internship year	
CRD 3.6: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals	All interns will develop and assess recipes and menus appropriate for the specified population and achieve a "MET" rating for the criteria	Food Service Management Hosp FS Management	Preceptors	Intern Performance Evaluation form at the end of rotation	
<b>Domain 4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations</b>					
KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.					
KRD 4.2: The curriculum must include content related to quality management of food and nutrition services.					
KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice. (Note: <i>Students must be able to explain the impact of a public policy position on dietetics practice.</i> )					
KRD 4.4: The curriculum must include content related to health care systems. (Note: <i>Students must be able to explain the impact of health care policy and different health care delivery systems on food and nutrition services.</i> )					
KRD 4.5: The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers					
	<b>A) Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</b>	<b>B) Rotation or class in which assessment will occur (Guideline 13.1c)</b>	<b>C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</b>	<b>D) Timeline for collecting formative and summative data (Guideline 13.1e)</b>	<b>E) Resulting data with the date collected for 2 competencies per domain</b>
CRD 4.1: Participate in management of human resources	All interns will complete NUTR 498 with a C or better grade	NUTR 498: Special Problems in Human Resources	DI Director	At end of Internship	
CRD 4.2: Perform management functions related to safety, security and sanitation that affect	All interns will be able to complete a safety/sanitation review of a food service facility and	FS Mgmt rotation	Preceptors DI Director	Intern performance evaluation form at the end of the FS Mgmt rotation	

employees, customers, patients, facilities and food	receive a “Met” or better rating on rotation evaluation				
CRD 4.3: Participate in public policy activities, including both legislative and regulatory initiatives	All interns will attend and participate in activities at Legislative Day	Legislative Day at Olympia in early February	DI Director	DI Director will assess attendance	
CRD 4.4: Conduct clinical and customer service quality management activities	All interns will complete a customer satisfaction project and receive a “Met” or better rating on rotation evaluation	FS Mgmt rotation	Preceptors DI Director	Intern performance evaluation form at the end of the FS Mgmt rotation	
CRD 4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data	All interns will successfully use electronic/informatics systems within each rotation and receive a “Met” or better rating on rotation evaluation	All Rotations	Preceptors	Intern Performance Evaluation form at the end of rotation	
CRD 4.6: Analyze quality, financial or productivity data and develop a plan for intervention	All interns will participate in the analysis of a budget or productivity/quality data and receive a “Met” or better rating on rotation evaluation.	Any rotation	Preceptors	Intern Performance Evaluation form at the end of rotation	
CRD 4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment <sup>4</sup>	All interns will complete a “waste study;” evaluate and propose solutions and receive a “Met” or better rating on rotation evaluation	Any rotation	Preceptors	Intern Performance Evaluation form at the end of rotation	
CRD 4.8: Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	All interns will complete a feasibility project and receive a “Met” or better rating on rotation evaluation	FS Mgmt rotation	Preceptors DI Director	Intern performance evaluation form at the end of the FS Mgmt rotation	
CRD 4.9: Analyze financial data to assess utilization of resources	All interns will participate in the analysis of financial data and receive a “Met” or better rating on rotation evaluation.	FS Mgmt or MNT	Preceptors	Intern Performance Evaluation form at the end of rotation	

<sup>4</sup> Students/interns are encouraged to promote environmentally-friendly practices, so that future generations have the water, materials, and resources to protect human health and life on the planet. Practical steps include using local ingredients; not wasting food and resources; using efficacious, non-toxic products when available; properly disposing of toxic materials; reusing containers and products; recycling when possible; purchasing products with recycled content; and teaching others the value of sustainability.

CRD 4.10: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	All interns will complete a business plan for a product, program or service and present in written/oral format. All interns will receive a "Met" or better rating on the report	DI Seminar (Scheduled on the seminar schedule – early winter quarter)	DI Director	DI Director	
CRD 4.11: Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.		DI Seminar	DI Director	DI Director	

**Domain 5: Support Knowledge: knowledge underlying the requirements specified above.**

KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.

KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology

**APPENDIX G:**  
**Program Concentrations Summary Matrices for Learning Assessment (Standards 9 & 13)**  
**Assessment Period from 2008 to 2012**

**Title of Concentration Area 1: Community Nutrition**

Competencies/Learning Outcomes	Rotation/Course	Learning Activity	Evaluation	Evaluator
<b>Community Nutrition Concentration</b>				
The DI graduate will be able to plan, implement, and evaluate a health and wellness event for the community.	Community Project	Interns will plan, implement, and evaluate the Community Project <i>Need rubric w/ assignment "met" on assignment ?</i>	Written Report of Activity and Personal Contribution to event	DI Director: 100% of interns participated in planning implementing and evaluating Family Field Day.
The DI graduate will be able to develop collaborative relationships within the community.	Throughout DI year	Intern will actively participate with a local health/wellness group.	Summary and self evaluation of participation	100% of interns demonstrated leadership skills and collaborative relationships within the community by planning and implementing Family Field Day which involves 10-12 local health/wellness partners. Each intern took a leadership role for a specific game/activity during the event which draws attendance of around 1000-1500 participants.
The DI graduate will be able to plan, implement, and evaluate a National Nutrition Month activity or event.	February and March of DI Year	Plan, implement, and evaluate a National Nutrition Month activity to be delivered within the community.	Summary and self evaluation (Participant evaluation)	DI Director: Not met as listed. The Family Field Day event began as the National Nutrition Month activity for the CWU DI. However, weather March proved too cold and unpredictable for an outdoor event. The date was moved annually to later in the spring and now is the 2 <sup>nd</sup> weekend in May each year. While it is not in March, it provides the learning and activity needed to meet the competency. All interns participate each year. Evaluation of the event is processed at the seminar held the following Wednesday, after the event.

↑  
*consider adding rubric to assignment ?*

**APPENDIX H:**  
**Program Concentrations Summary Matrices for Learning Assessment (Standards 9 & 13)**  
**Assessment Period from 2008 to 2012**

**Title of Concentration Area 1: Community Nutrition**

A) List the program-defined Intern competencies (add or delete lines as needed)	B) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	C) Rotation or class in which assessment will occur (Guideline 13.1c)	D) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	E) Timeline for collecting formative and summative data (Guideline 13.1e)	F) Resulting Data with the Date Collected for 2 Competencies per Concentration
Plan, implement, and evaluate a health and wellness event for the community	All interns will participate in planning, implementing and evaluating Family Field Day. They will take a leadership role for one activity or aspect of planning.	DI Community Project (Family Field Day) Throughout the internship year	Interns and DI Director	Following the event on the second Saturday in May,. A written report is to be completed and submitted by the end of the internship year.	All interns will participate and complete written report that achieves "Met" rating for criteria.
Develop collaborative relationships within the community.	All interns will be able to develop collaborative relationships within the community and recognize the benefit of those relationships.	Throughout the internship year.	Interns	The intern will complete a self reflection paper on the collaborative relationships developed during the year and the benefit and learning from those relationships. DI	All interns will submit a report that achieves a "Met" rating for criteria
Plan, implement, and evaluate a National Nutrition Month activity or event	All interns will be able to plan, implement, and evaluate a National Nutrition Month activity or event and submit a summary and assessment of the event.	During March of the internship year	Interns	The intern will submit a written report of a National Nutrition Month activity including summary and assessment.	All interns will submit a report that achieves a "Met" rating for the criteria.