

# Self-Study Report (SSR) Template Nutrition and Dietetics Internship Program (DI) ACEND® 2017 Accreditation Standards

## DI Self-Study Report Template for Program Directors

Version 1.0

Refer to the 2017 ACEND Standards and Guidance Information when completing the self-study report template. The 2017 Standards, Templates and Guidance Information are available on the ACEND website, [www.eatright.org/acend](http://www.eatright.org/acend) and include the following:

- Standards and required elements
- Narrative to support achievement of each standard and required element
- Recommended evidence to attach to demonstrate achievement of each standard and required elements
- Recommended onsite evidence to demonstrate achievement of each standard and required elements
- Other important accreditation information, such as a Glossary of Terms

### Overall Qualities of an Exemplary Self-Study Report

- *Participation in the Self-Study Process*- the self-study report was written and reviewed with broad-based input from Interns, faculty, preceptors, staff, administrators and a range of other stakeholders, such as patients, practitioners and employers.
- *Knowledge of the Self-Study Report*- Interns, faculty, preceptors and staff are conversant in the major themes of the report and how the Program intends to address any discrepancies.
- *Completeness and Transparency of the Self-Study Report*- All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the self-study findings.
- *Relevance of Supporting Documentation*- Supporting documentation of activities is informative and used judiciously.
- *Evidence of Continuous Quality Improvement*- The Program presents thoughtful, viable plans to not only address areas of deficiency, but also to further advance the quality of the Program beyond the requirements of the Standards.
- *Organization of the Self-Study Report*- All sections of the report are complete and organized or hyper-linked to facilitate finding information, e.g., pages are numbered and sections are labeled. PDF file appropriately bookmarked.

**California State University, Chico Dietetic Internship**

**Nutrition and Dietetics Internship Program**

**Comprehensive Self-Study Report**

for

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

<Date Submitted>

**Application for Accreditation Cover Pages -- ACEND 2017 Accreditation Standards**  
**Dietetic Internship**

**Date:** October 20, 2017

**Program name:** Dietetic Internship

**Sponsoring institution:** California State University, Chico

**City:** Chico **State:** CA

**Substantive Program changes included in report:**  No |  Yes **List change:** 2017 Standards

**Concentration Area name(s):** Nutrition Education

**Degree granted — (check all that apply):**

Master's Required     Master's Optional     Some Graduate Credit     Verification Statement Only

**Distance Education — (check all that apply):**

Coursework     Supervised practice rotations

**Other Program Options — (check all that apply):**

Pre-Select     Non-Degree     ISPP     Other: \_\_\_\_\_

**Existing Internship:** Enter maximum number of Interns for which Program is seeking accreditation and current enrollment.

Dietetic Internship Using the DI Accreditation Standards					
	Degree		Non-Degree		Interns enrolled in Individualized Supervised Practice Pathway (ISPP)
	Full-time	Part-time	Full-time	Part-time	
Maximum enrollment			6	0	6
Current enrollment			6	0	6

*Signatures must be present and may be presented as an electronic signature or scanned.*

**Program Director:**

Name Joan Giampaoli, PhD, RDN	Business Address 400 W. First Street Chico, CA 95929-0002
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Title Associate Professor and DI Director	
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CDR Registration Number 727551	
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Signature	E-mail Address jgiampaoli@csuchico.edu
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Telephone (530) 898-6410	Fax Number	<a href="http://www.csuchico.edu/nfsc/internship/index.shtml">http://www.csuchico.edu/nfsc/internship/index.shtml</a>
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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.

**Administrators:** Provide names(s), credentials, title(s), and signature(s) of Administrator(s) to whom Program director is responsible.

Name Kathryn Silliman, PhD, RDN		Business Address
Title Chair, Department of Nutrition and Food Science		400 W. First Street Chico, CA 95929-0002
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Signature		

**Chief Executive Officer:\*\***

Name		Business Address
Gayle Hutchinson, PhD		400 W. First Street Chico, CA 95929-0150
Title		
President		
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(530) 898-5201	ghutchinson@csuchico.edu	
Signature		

*\*This form must be submitted with the application packet documenting compliance with ACEND's 2017 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.*

**Self-Study Report on the ACEND 2017 Accreditation Standards  
California State University, Chico  
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>	Dietetic Internship
<b>Sponsoring Organization:</b>	California State University, Chico
<b>Sponsor's Accreditor or Recognition Body</b>	Accreditation Council for Education in Nutrition and Dietetics (ACEND)

### Executive Summary of the Program

Briefly (in one page or less) provide an overview of your Program (including short history, tracks/pathways, degree granted, distance or onsite education, etc.) and any changes over the last seven years that have impacted the Program

The Dietetic Internship (DI) Program within the Department of Nutrition and Food Science (NFSC) at California State University, Chico is under review for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The following self-study report for the DI Program is in compliance with the 2017 ACEND Standards. CSU, Chico has been providing northern California with Registered Dietitians/Nutritionists (RDN) since the 1970's through a master's plus six-month experience route, then as an AP4, and in 1993 as an accredited Dietetic Internship. The CSU, Chico DI accepts MS trained only Interns (in general) and is a preselect DI Program. The concentration of the CSU, Chico DI is nutrition education. A new Dietetic Internship Director assumed Program responsibilities in January 2015 when the former director accepted an administrative position at CSU, CHICO. In the summer of 2017, the DI Clinical Coordinator left the position when she accepted the position of Interim DPD Director. A new DI Clinical Coordinator accepted the position in May 2017 and began her responsibilities in September 2017. The current DI Clinical Coordinator is also a clinical dietitian in a local hospital and is familiar with the current Interns having taught a class in the Department of NFSC. Since 2015, 15 Interns have completed their rotations and six are currently in their rotations. The mission of the DI Program is to prepare graduates to become competent entry-level registered dietitians/nutritionists who will enhance the quality of life and health to people in the north state. The DI Program has a total of three goals and nine objectives. After assessing these objectives, six were met and two were partially met. One objective is new and examines the Interns' satisfaction with rotation sites preparing them to become competent entry-level dietitians. This will be assessed next year (2017-2018). The other objectives examined if employers believed graduates met the performance requirements for entry-level dietitians. Only one usable survey was returned. Overall Program strengths include: high Program completion rate within timeframe allotted, high first time pass rate for the RDN Exam, well trained MS prepared Interns who are mature and motivated, program/curriculum provides a variety of experiences and flexibility in assignments, DI Director and DI Clinical Coordinator are available and supportive of Interns, Preceptors are professional and demonstrate expertise in their area of practice, many opportunities to network in northern California, and professional and tech savvy Interns. Overall areas for improvement include: need to develop a Preceptor Handbook, update DI P&P to meet 2017 Standards, establish an annual review Program evaluation plan to meet ACEND 2017 Standards, more orientation instruction for new DI's, provide more RDN Exam review (specifically with MNT, management functions, nutrition education), lack of Intern confidence in writing PES statements, improve communication between DI Director and DI Clinical Coordinator, limited rotation sites in which to place Interns. All of the learning outcomes for the DI competencies were met. However, no data are available for some learning outcomes as new activities to fulfill the competencies were implemented this year. DI Program changes have occurred since the current DI Director assumed responsibility based on Intern and Preceptor feedback. The DI orientation was increased from three hours to six hours. Current Interns commented that this additional orientation time fully prepared them for the DI rotations and they felt confident about the expectations going into their supervised practice experiences. Additional study materials for MNT and foodservice were provided Interns during the summer so they could review them prior to the start of their rotations. Current Interns commented how these materials prepared them for the MNT and foodservice rotations. DI competencies and Program objectives were updated to reflect the 2017 ACEND Standards. Finally, the policies and procedures for the DI Program were reviewed and updated by the DI Director that was an area of improvement identified through the Program review process. A Preceptor Handbook was created and the DI Handbook and DI Brochure were updated.

## Summary of the Self-Study Process

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

The self-study process was initiated in 2016 with the announcement of the new 2017 Accreditation Standards. Immediately following the release of the new standards, faculty were made aware of these changes. During the fall 2016 Department of Nutrition and Food Science (NFSC) Advisory Board Meeting, the new competencies were discussed with Advisory Board members. In March 2017, the DI Director attended a self-study review workshop in Chicago hosted by ACEND. The DI Director returned for the workshop with a clearer understanding to the self-study review process. During the fall 2017 Advisory Board Meeting (DI subgroup), the DI mission, goals and objectives; DI five-year Program goals and objectives outcomes; and the DI Continuous Program Improvement Plan were reviewed by the members of the DI subgroup and changes made to these documents based on feedback. The DI Director initially prepared the self-study document and the document was reviewed by the Department Chair, Dr. Kathryn Silliman, and Dr. Barbara Kirks, past DI Director and Professor Emeritus. The DI Program goals and objectives adjusted slightly since the last self-study review in 2010. The student learning outcomes underwent revision to align them with the 2017 Accreditation Standards. The following assessment instruments were used to assess Program strengths, areas for improvement, and outcome measures: DI exit surveys, Graduate surveys, Preceptor surveys, Employer surveys, bi-weekly logs, mid-term rotation evaluations, and final rotation evaluations. The Employer, Graduate, and Preceptor surveys will undergo revision based on changes to the DI Program goals and objectives. In addition, Faculty, Preceptors and the Advisory Committee were instrumental in providing guidance and suggestions throughout the entire self-study process. The DI Director is grateful for all participants who were instrumental in the self-study review process.

**Program Length (Required Elements 1.6 and 3.4.a)**

**Directions:** List the planned Program length and the 150% Program completion timeframe for the Program. If the Program has more than one track or pathway within the Program (e.g. distance, graduate, ISPP), each track should be listed on the form.

<b>Track/Pathway</b>	<b>Planned Program Length</b> Stated in months for Internship Programs.	<b>150% Program Completion Timeframe</b> Planned Program length X 1.5 = 150% Program Completion
Dietetic Internship, Full-time, Nutrition Education Concentration	9 months in supervised practice rotations	13.5 months

### Summary of the Evaluation of ACEND Accreditation Standards for U.S. Programs

After you have finished writing your self-study report, complete this summary table by placing an X in the appropriate row and column indicating compliance with each requirement element.

Accreditation Standards for U.S. Programs	Meets	Meets with Follow Up	Partially Meets	Does Not Meet	N/A
<b><i>Standard 1: Program Characteristics and Resources</i></b>					
Required Element 1.1	x				
Required Element 1.2	x				
Required Element 1.3	x				
Required Element 1.4	x				
Required Element 1.5	x				
Required Element 1.6	x				
Required Element 1.7	x				
<b><i>Standard 2: Consortia</i></b>					
Required Element 2.1					x
Required Element 2.2					x
Required Element 2.3					x
Required Element 2.4					x
Required Element 2.5					x
<b><i>Standard 3: Program Mission, Goals and Objectives</i></b>					
Required Element 3.1	x				
Required Element 3.2	x				
Required Element 3.3	x				
Required Element 3.4	x				
<b><i>Standard 4: Program Evaluation and Improvement</i></b>					
Required Element 4.1			x		
Required Element 4.2			x		
Required Element 4.3	x				
<b><i>Standard 5: Curriculum and Learning Activities</i></b>					
Required Element 5.1	x				
Required Element 5.2	x				
Required Element 5.3	x				
<b><i>Standard 6: Student Learning Outcomes Assessment and Curriculum Improvement</i></b>					
Required Element 6.1	x				
Required Element 6.2	x				
Required Element 6.3	x				

<b>Standard 7: Faculty and Preceptors</b>					
Required Element 7.1	x				
Required Element 7.2	x				
Required Element 7.3	x				
<b>Standard 8: Supervised Practice/Experiential Learning Sites</b>					
Required Element 8.1	x				
<b>Standard 9: Information to Prospective Students and the Public</b>					
Required Element 9.1	x				
Required Element 9.2	x				
Required Element 9.3	x				
<b>Standard 10: Policies and Procedures</b>					
Required Element 10.1		x			
Required Element 10.2		x			

**KEY**

**Meets:** There is sufficient evidence to demonstrate that the Program meets the required element.

**Meets with Follow-up:** One or more compliance problems with the required element have been identified; the Program has described viable plans to address them and has provided evidence that the plan is being implemented.

**Partially Meets:** One or more compliance problems with the required element have been identified; the Program has described viable plans to address them, however, the plan has not yet been implemented. Monitoring is required.

**Does Not Meet:** One or more compliance problems with the required element have been identified; at present, there are no plans to address them. Monitoring is required.

**N/A:** The required element is not applicable to the Program.

**Standard 1: Program Characteristics & Finances**

All Programs applying for accreditation by ACEND must meet requirements not limited to quality-assurance or oversight by other agencies, organizational structure, financial stability, sufficient resources, the awarding of degrees or verification statements, Program length and Program management.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND required templates.

**Required Element 1.1**

The Program must be housed in a college or university, health care facility, federal or state agency, business or corporation.

- a. Colleges and universities must be located in the U.S. or its territories and accredited in good standing by a U.S. regional institutional accrediting body for higher education.
- b. Hospitals must be accredited by The Joint Commission, Det Norske Veritas (DNV), Healthcare Facilities Accreditation Program (HFAP) or other approved national accreditation organization.
- c. Facilities for individuals with developmental disabilities must be accredited by the Council on Quality and Leadership in Support for People with Disabilities or by The Joint Commission, DNV, HFAP or other approved national accreditation organization.
- d. Other health-care-related facilities must be licensed by an agency of the state in which it is located or accredited by The Joint Commission, DNV, HFAP or other approved national accreditation organization.
- e. Business entities or publicly- or privately-held corporations without oversight by one of the regulatory bodies listed above must meet all the requirements below:
  1. Be legally organized and authorized to conduct business by the appropriate state agency for a minimum of five years.
  2. Be in compliance with all local, state and federal laws and regulations.
  3. Provide statements covering the past five years from a licensed public accountant that indicates a review of the company's financial statements shows no irregularities and a positive net worth.
  4. Have an entity external to the Program that provides oversight for the Program's operations.

**Narrative:**

The California State University, Chico Dietetic Internship (DI) Program is part of the Department of Nutrition and Food Science (NFSC) which is housed under the College of Natural Sciences (CNS). CSU, Chico is accredited under the Western Association of Schools and Colleges (WASC) Accrediting Commission for Senior Colleges and Universities. CSU, Chico was originally accredited in 1954 and was most recently commissioned June 19, 2009. A copy of the WASC Commission Action Letter, WASC EER Visitation Team Report, and the WASC Statement of Accreditation Status for CSU, Chico can be found at <http://www.CSU, Chicohico.edu/vpaa/wasc/visitation/>.

**Required Element 1.2**

The Program must be integrated within the administrative structure of the college or university, as evidenced by an organization chart showing the relationship of the dietitian nutritionist education Program to other Programs/services.

**Narrative:**

CSU, Chico is one of 23 campuses in the largest senior-level higher education system in the country, the California State University (CSU) System. The CSU system educates 474,000 students every year and has one of the most diverse student bodies in the United States. The mission of the CSU system is to:

- To advance and extend knowledge, learning, and culture, especially throughout California.
- To provide opportunities for individuals to develop intellectually, personally, and professionally.
- To prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.

- To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.
- To offer undergraduate and graduate instruction leading to bachelors and higher degrees in the liberal arts and Science, the applied fields, and the professions, including the doctoral degree when authorized.
- To prepare students for international, multi-cultural society.
- To provide public services that enrich the university and its communities.

Since the late 1970's, students received Master's degrees and many have pursued the RDN credential through the master's plus six-month experience route. In order to fill a need for RDN's in the North State and provide residents an opportunity to become RDN's, an AP4 was developed in 1990. In 1992, the original AP4 was integrated with the MS in Nutritional Science. As such, students enrolled and paid tuition for the supervised practice rotations to obtain unit credit through the Center for Regional and Continuing Education at CSU, Chico. In 1996, it was determined that most students completed all, or nearly all, of the required MS units by the time they began the internship and it would be more economically advantageous to administer the Program through the University Research Foundation and the College of Natural Sciences. In 1995, the AP4 applied for and received Developmental Accreditation as a Dietetic Internship. In 1999, the CSU, Chico DI was granted full accreditation status. In the fall of 2007, the Program in Nutrition and Food Science was granted departmental status. The DI is currently part of the Department of Nutrition and Food Science, which is housed in the College of Natural Sciences. Since 1999, 130 interns have completed the Program and six new Interns began the DI Program in August 2017.

### Required Element 1.3

The Program must demonstrate that it has the administrative, technical and financial support; and the learning resources, physical facilities and support services needed to accomplish its goals. Programs offering tracks (such as distance, part-time/full-time, graduate degree/no degree) must document the financial support and learning resources provided to each track.

- a. The Program must provide a description of the budgeting process for the Program that demonstrates financial resources are sufficient to produce the desired short- and long-term Program and Intern outcomes.
- b. The Program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.

#### **Narrative:**

#### Program Resources

##### *Administrative and Financial Resources*

The CSU, Chico DI has adequate resources to maintain a quality Program and accomplish its Program goals and expected outcomes. In terms of administrative resources, the DI Director (Joan Giampaoli, PhD, RDN) receives 2 assigned weighted teaching units (AWTU) per academic year from the College of Natural Sciences (1 unit support is from the College of Natural Sciences). The university pays the Graduate Program Listing fee as well as the annual ACEND DPD/DI Accreditation fees. Revenue sources for the DI include a \$5000.00 Program fee per intern as well as a \$50.00 application fee (x 6 interns maximum enrollment for the DI per academic year = 30,300.00/academic year). The University Research Foundation, an auxiliary of CSU, Chico, handles accounts for grants and contracts and administers the DI Program budget. The DI Director has access to the budget details throughout the academic year through a password protected account. The \$5000.00 Program fee is competitive compared to the cost of other DI's. Interns pay the Program fee in two installments; \$2500.00 at the beginning of the DI rotations and \$2500.00 at the midpoint of their DI rotations.

Program expenditures for the DI Program includes the DI Director's 1 AWTU (which is compensated from the DI budget), the DI Clinical Coordinator, Lauren McNamara, MS, RDN, salary (3 AWTU or \$5,584.14 per semester) plus \$3,634.90 (48.82%) fringe to the College of Natural Sciences per semester; travel to NDEP Area 1 Conferences on an annual basis for the DI Director and the DI Clinical Coordinator as needed; reimbursement for travel to professional conferences such as AND FNCE and CAND; travel to preceptor sites for new preceptor trainings; registration and travel for the DI Director and DI's to attend Public Policy Legislative Day in Sacramento, CA; Program materials (e.g. RDN Exam Review Guides); general office supplies as well as copying and printing costs (the DI Program a separate code from the NFSC department for copying and printing materials). In addition, the Research Foundation charges an 8% administrative fees to manage the DI account. The Program is virtually self-supporting, and therefore, any decisions made by the federal government that may impact funding for the State of California would not impact the DI Program. Stability of Program revenue sources is anticipated to continue in the future and is a strength of the Program.

### *Technical and IT Support*

The DI Program has adequate technical support to maintain its Program in terms of technology. Information Technology Support Services (ITSS) is a university service that provides technical support for CSU, Chico faculty. ITSS is open Monday through Friday from 7:30am to 5:00pm. The Research Foundation also has a technology support service specific to the maintenance of the internet sites that stores financial data for university grants and contracts. This support service stores and maintains the user ID and passwords required to gain access to the DI budgetary information. The Research Foundation IT is open from 8am-5pm Monday through Friday.

### *Physical Facilities*

The CSU, Chico DI has adequate facilities to meet the needs of the Program. The DI Director and DI Clinical Coordinator each have faculty office space in Holt Hall at CSU, Chico to fulfill their respective DI administrative responsibilities. The DI Director completes tasks including contract and budget paperwork, answers e-mails from interns and preceptors, recruits new sites, updates DI and Preceptor Handbooks, and ensures all documents necessary to start the DI rotations are prepared and ready for the upcoming DI class. The DI Director also sends out notices to eligible graduate students regarding the application process and timeline for applying to the CSU, Chico DI. The DI Clinical Coordinator tasks include communicating with preceptors to set up rotation schedules for interns, communicating with interns regarding their rotation schedule, securing space at the Enloe Conference Center for DI classes, and leading the DI classes.

The DI classes are held at the Enloe Conference Center from August through May on a bi-weekly basis and consist of a two-hour Monday afternoon class. A room with appropriate technology and space is secured at the Enloe Conference Center for the Interns to participate in discussions, take notes with adequate space to lay class materials out, listen to guest presenters, or other activities as assigned for the class.

### *Learning Resources and Support Services*

There are several learning resources and support services that work together to ensure successful DI Program outcomes. In terms of learning resources, Visual Veggies is available for Interns to review for the RDN Exam. The DI Program is also considering purchasing RD in a Flash as another resource for exam review. The Interns attend Public Policy Day in Sacramento, CA to learn more about the legislative process in regards to nutrition advocacy and become aware of bills being proposed in Congress that may impact the profession. The DI Director provides a foodservice management review for Interns and the DI Clinical Coordinator is a practicing clinical dietitian. The DI Clinical Coordinator is the class instructor and addresses several competencies through the use of lectures, discussions, activities, student presentations of case studies, and CQI assignments. The class also serves as a support system for Interns and an opportunity for the DI Director and Clinical Coordinator to address Intern concerns and answer questions. Further, the DI Director and DI Clinical Coordinator gather qualitative data in Interns' perceptions of Preceptors, facilities, and the overall effectiveness of the Program. RDN's who are employed in the area of clinical dietetics and foodservice management are guest speakers in the DI class and present topics including budgeting, enteral and parenteral nutrition, and nutrition in various disease states. Dr. Kathryn Silliman (Chair of the Department of NFSC) discusses public policy and advocacy related to the profession of dietetics. Support services for the DI Program include several resources. The Research Foundation maintains the DI budget and the contact person for the DI Program is available to answer questions on a regular basis. The Procurement and Contracts Office maintains the DI contracts between CSU, CHICO and Preceptor facilities. The contact person for the DI Program ensures contracts are distributed to new sites and processed in a timely manner. The IT services, mentioned previously, support the DI Program by maintaining technology utilized for the Program and addressing any questions or concerns the DI Director or DI Clinical Coordinator have regarding technological issues. The Office of Risk Management supports the Program through addressing legal/liability issues related to the Program. The Dean of the College of Natural Science supports the Program through release time for the DI Director.

### Determination of Budgetary Needs

To ensure the CSU, Chico DI remains viable, self-supporting, and congruent with Program goals and objectives, short and long-term strategies were identified. The short-term strategy identified was increasing the Program fee for the upcoming DI academic year; the long-term strategy identified was increasing rotations slots in order to increase DI enrollment. Both of these strategies were implemented to increase revenue keeping the viability and quality of the DI Program secure. In the fall of 2015, the NFSC Chair, Dr. Katie Silliman, the Associate Dean of the College of Natural Science, Dr. Steve Robinow, and the DI Director, Dr. Joan Giampaoli, met to discuss the DI Program budget. It was determined that to cover all operating costs for the Program, the Program fee would need to be increased as the current \$4000.00 fee per Intern would not be sufficient for the upcoming academic year. Increasing the Program fee to \$5000.00 (implemented for the academic year 2016-2017) per Intern would generate a revenue of \$25,250.00 (including application fee costs), and would cover the

operating costs for the Program including a 4% increase in the DI Clinical Coordinator salary. However, this revenue would leave minimal resources to allow for growth and expansion of the Program. For the academic year, 2017-2018, the maximum enrollment was increased to six Interns generating additional revenue. The Program goals include:

1. to prepare graduates to meet eligibility requirements for becoming Registered Dietitians/Nutritionists as established by the Commission on Dietetic Registration (CDR);
2. to prepare graduates who will be able to fulfill employment requirements for entry- level dietitians; and
3. to prepare dietetic professionals who will develop, implement, and evaluate evidence based nutrition education interventions to enhance the health and wellbeing of individuals and populations served.

#### Maximum Enrollment for the CSU, Chico DI

The number of preceptors available to provide supervised practice rotations determines the number of Interns the Program can accept. Compared to urban DI's, the number of facilities available to the Program is limited. However, the DI Director and DI Clinical Coordinator spend many hours nurturing relationships with potential preceptors to increase the DI rotations. Prior to increasing the maximum enrollment from five to six Interns, DI rotation sites were secured and contracts signed between CSU, Chico and the Preceptor site. Two clinical sites, two foodservice sites, and two community sites were secured these past two academic year to accommodate the anticipated increase in Program enrollment. The total number of DI rotation sites (38) is adequate to support the goals and objectives of the DI Program and support a maximum enrollment of six Interns.

#### Required Element 1.4

The Internship must be a post baccalaureate degree Program that admits only individuals who have a verification statement from a Nutrition and Dietetics Didactic Program (DPD) or Foreign Dietitian Education Program (FDE) and have earned at least a bachelor's degree granted by a U.S. regionally accredited college/university or foreign equivalent. The Program must award a verification statement upon completing Program requirements.

#### **Narrative:**

#### Completion Requirements for Receipt of DI Verification Statement

The receipt of a DI Verification Statement requires that the Interns have completed the following Program requirements: 1) the Interns MUST have completed the 1200 hours (600 MNT, 300 foodservice, 300 community) required for the DI rotation; 2) all CRDN's MUST be signed off by an authorized individual (Preceptor, DI Director or DI Clinical Coordinator) and dated to verify competencies were completed; 3) all paperwork and documents (e.g. case studies, evaluations of rotation experience by Intern, evaluation of Intern by preceptor, projects) MUST be submitted to the DI Clinical Coordinator no later than the date of the exit interview; 4) the DI Clinical Coordinator verifies all hours were completed and all paperwork/documents were completed and submitted. After completion of the above requirements, the DI Clinical Coordinator informs the DI Director that verification statements can be distributed.

#### Admission to the CSU, Chico DI

The DI Program assures that applicants have completed an ACEND accredited DPD Program through the application process. Applicants MUST submit their DPD Verification Statement with the DPD Director's signature to the DI Director in their application packet. The CSU, Chico DI admits only graduate students to the Program. Applicants MUST submit an official transcript demonstrating that all course work for the MS degree will be completed by the time of the DI start date as well as a letter from their major adviser stating their research proposal has been approved and signed off. The DI Program does not offer a graduate program or a degree. The requirements for admission to the CSU, Chico DI are as follows:

A prospective Intern may apply to the Program while completing graduate level coursework at CSU, Chico. **The student may not enroll in the Program until all graduate work, with the exception the final draft of the thesis or professional paper, has been completed.** Applications must include documentation of the following:

1. A **cover letter of application** addressing preparation for the Internship and how it relates to applicant's professional goals (one copy submitted as a hardcopy with application packet and one copy submitted electronically to the DI Director);
2. A non-refundable **application fee of \$50.00** made payable to the Research Foundation;

3. A baccalaureate degree from an accredited institution (**official transcript from undergraduate degree granting institution**);
4. **Verification Statement** of completion of an ACEND accredited Didactic Program in Dietetics (DPD) within the past five years;
5. **Official transcript of graduate coursework** (minimum 3.0 GPA);
6. Confirmation from MS committee chair that graduate coursework will be completed by the start of the DI as well as significant progress toward completion of the professional paper, i.e., an **approved and signed research proposal** on file with the Graduate Coordinator;
7. **Three letters of recommendation** from previous or current employers or supervisors **on the form provided**. No more than one may be from a CSU, Chico NFSC professor. **These letters must have a release of information for letters of recommendation/reference attached**.
8. Resume including work experience in nutrition/dietetics including at least 40 hours of experience in an acute or long-term care type setting (**current resume**) (one copy submitted as a hardcopy with application packet and one copy submitted electronically to the DI Director).
9. Please place all materials in a sealed manila envelope with your name written across the seal.
10. Submit your DI packet to Joan Giampaoli, DI Director, either in person or in her mailbox in Holt 326.

#### Required Element 1.5

The Program director must have the authority, responsibility and sufficient time allocated to manage the Program. The Program director may have other responsibilities that do not compromise the ability to manage the Program. Responsibilities and time allocation for Program management are reflected in a formal position description for the Program director and approved by an administrator or external entity.

a. Institutional policies related to workload are applied to the Program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics Program, including allocating time and/or reducing teaching load for administrative functions provided by the director.

b. The Program director must:

1. have earned at least a master's degree,
2. be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration,
3. have a minimum of three years professional experience post credentialing,
4. be a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution and
5. not direct another ACEND-accredited nutrition and dietetics education Program.

c. The Program director responsibilities must include, but are not limited to:

1. Provision or delegation of responsibilities to assure year-round coverage of director responsibilities in the absence of the director or in cases where the director's full-time appointment does not cover all 12 months. In Programs where the Program director assigns some responsibilities to other individuals, the director must ensure that all Program director responsibilities are accomplished throughout the year;
2. Development of policies and procedures for effectively managing all components of the Program and to ensure fair, equitable and considerate treatment of prospective and enrolled Interns (such as Program admission, retention and completion policies);
3. Intern recruitment, advisement, evaluation and counseling;
4. Maintenance of Program accreditation, including:
  - a. Timely submission of fees, reports and requests for major Program changes;
  - b. Maintenance of the Program's Intern records, including Intern advising plans and verification statements;
  - c. Maintenance of complaints about the Program received from Interns or others, including disposition of the complaint;

- d. On-going review of Program's curriculum to meet the accreditation standards;
- e. Communication and coordination with Program faculty, preceptors and others involved with the Program;
- f. Facilitation of processes for continuous Program evaluation and student learning outcomes assessment and
- g. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration (CDR) credentialing exam.

**Narrative:**

Faculty Roles and Workload

The CSU, Chico DI Director is a tenure/tenure track faculty member. According to the CSU, Chico Collective Bargaining Agreement, the primary responsibilities of tenure/tenure track faculty are teaching, research, scholarship, creative activity, and service to the university, profession, and to the community. It is the policy of CSU, Chico, Office of Faculty Affairs, that tenure/tenure track faculty receive a 12 + 3 workload (12 WTU's for instructional duties and 3 additional units for other responsibilities including committee service, research, scholarship, and advising). The DI Director has a 10 month appointment (August through May) at CSU, Chico and remains available through e-mail and phone during the summer to address DI responsibilities. If the DI Director is away for part of the summer, the DI Clinical Coordinator or the NFSC Department Chair will be available to address DI responsibilities. However, the DI Director has always been available through e-mail when away since the start of the position in spring, 2015.

The CSU, Chico DI Clinical Coordinator is a lecturer. According to the CSU, Chico Collective Bargaining Agreement, the primary responsibilities of lecturers are teaching, preparation for class, and evaluation of student performance. It is the policy of CSU, Chico's Office of Faculty Affairs that lecturers not exceed a workload of 15 WTU which constitutes one full time position.

The DI Director and DI Clinical Coordinator receive support from the College of Natural Sciences and Department of NFSC so their administrative duties can be adequately fulfilled. The DI Director receives 2 AWTU per semester for release time and the DI Clinical Coordinator receives 3 AWTU for her position (\$5,584.14 per semester).

Program Director Credentials

The DI Director is a Registered Dietitian/Nutritionist (Registration I.D. Number 727551) and received a PhD in Food Systems Management from Oregon State University in 2001. The DI Director has over 15 years of experience as a teacher in higher education teaching food management classes. The DI Director worked as a clinical dietitian for five years at the Emily Program (an eating disorder facility in Minnesota) from 2008-2013. The DI Director is currently a full time Associate Professor at CSU, CHICO and is the Director of the CSU, Chico DI Program. The DI Directors credentials meet the ACEND requirements for the Program director position.

Authority and Responsibility of the DI Director

The DI Director has complete authority and responsibility to manage and oversee the overall operation of the CSU, Chico DI Program. However, decisions related to the Program are decided in consultation with the DI Clinical Coordinator, NFSC Chair, and the DI Advisory Board. The responsibilities of the DI Director are achieved within the timeframe of the 2 AWTU appointment. The timeframe for implementation of each responsibility is listed in Table 1.

**Table 1. Time Frame for Implementation of DI Director Responsibilities**

DI Director Responsibilities	Time Frame			
	Ongoing	Monthly	Yearly	As Needed
Develop and revise policies and procedures			X	
Recruit, advises, evaluates, and counsels Interns	x			
Maintains Program accreditation (submission of fees and reports)			Yearly for accreditation fees	Every 7 years for DI Self-study Report
Maintains Intern records (official transcripts, DPD verification statements, rotation schedules, DI verification statements) and reviews files of current Interns periodically	X			
Maintains records of complaints about Program and the disposition of complaints	X			
Provides on-going review of Program curriculum to meet accreditation standards	X			
Communicates and coordinates with DI Coordinator (weekly basis), Preceptors, faculty, and other Program stakeholders (as needed)	Meet weekly with Lauren McNamara			Preceptors as needed
Facilitates processes for continuous assessment of Program and Intern Learning (SLO)	X			
Visits sites to confer with Preceptors and observe Interns as necessary				Goal: 2-3 times for each Intern
Updates Program materials in consultation with the Program Coordinator				X
Maintains legal agreements with all facilities that participate in the DI Program	X			
Hold exit interviews with Intern and Program Coordinator			At the end of Interns DI rotations	
Communicates with Advisory Board members and determines board meeting agenda			Advisory Board agenda is developed in conjunction with NFSC faculty and NFSC Department Meetings	
Represents Program at NDEP Area 1 Conference			X	

Seeks new facilities for participation in the DI Program	X			
Acknowledges Preceptor contributions by planning and hosting free CPE events			X	
Timely submission of required documentation supporting the graduates eligibility for a Commission on Dietetics Registration (CDR) credentialing exam			Submit required documentation no later than 2 weeks after Intern exit interview. <b>New to 2017 Standard</b>	

The DI Director is looking forward to focusing on the DI Program in an in-depth manner through the self-study report. The DI Director is also open to examining new ways to improve and grow the DI Program as well as improving overall management skills and knowledge as the DI Director.

Required Element 1.6

The Program must determine its length (in months) after taking into consideration competencies and learning activities that Interns must accomplish, required hours of supervised practice, and mandates from the Program’s administration or state legislation. Programs offering tracks must document any differences that exist in Program length among the tracks.

- a. The Program must specify the Program length (in months). The Program must document that Interns complete at least 1200 hours of supervised practice experiences with a minimum of 900 hours in professional work settings; a maximum of 300 hours can be in alternate supervised experiences such as simulation, case studies and role-playing. The Program must document the planned hours in professional settings, simulation, case studies and role-playing.
- b. At least 900 of the supervised practice hours must be conducted in a work setting in the United States or its territories, possessions (including the District of Columbia, Guam, Puerto Rico and U.S. Virgin Islands) or military bases.
- c. The Program must schedule supervised practice experiences full-time, part-time, or both, to be completed generally within a two-year period.

**Narrative:**

Supervised Practice Hours

The MNT rotation consists of 600 supervised practice hours completed over 16 weeks. The Foodservice Administration and Community Nutrition rotation are 300 hours each completed over 8 weeks for each rotation. Core competencies are completed throughout all three major rotations and the Nutrition Education Concentration competencies are completed at the end of the Community Nutrition rotation building on prior learning and core competencies. The DI supervised practice hours were established to maintain compliance with the 1200 required hours specified by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). According to ACEND, *“Currently all DIs must provide at least 1200 hours of supervised practice. This is usually completed in 8-24 months depending on the availability of a part-time schedule or requirement of graduate credit. Individuals completing the Program who are verified by the Program director are eligible to write the CDR registration examination for dietitians.”* While 1200 hours of supervised practice (plus 20 hours for orientation and 20 hours of case study work not included in the 1200 hours) can be completed in thirty 40 hour work weeks, an additional two weeks is built into the rotations to accommodate sick time, unforeseen absences, and personal time off. The DI Program policy regarding missed supervised practice hours requires that all missed hours be made up at the end of the rotation. This policy ensures that Interns meet the minimum 1200 supervised practice hours required by ACEND.

### Rationale for Program Length

The Program length is 32 weeks providing 1200 hours of supervised practice and 32 DI class hours (not included as part of the supervised practice hours). The Program length is adequate to meet the core competencies and the Nutrition Education Concentration competencies and is consistent with other Dietetic Internships. Success at achieving Program objectives and learning outcomes suggests that Program goals, which are aligned with the Program mission, are being met.

### Accreditation Track(s)

The CSU, Chico Dietetic Internship is requesting accreditation as a full-time 9 month Program with a Nutrition Education Concentration. No degree or certificate is awarded through the DI; however, only applications from students with a DPD Verification Statement and a MS in Nutritional Science from CSU, Chico (or near completion of the MS) will be considered in the preselection process. If available positions do not fill with CSU, Chico MS applicants, the DI reserves the right to extend the CSU, Chico DI to undergraduate students.

The CSU, Chico DI does not offer International experience.

### Required Element 1.7

A free-standing Program certified by the U.S. Department of Education (USDE) for eligibility for Title IV student financial aid, which is not included in the Title IV (student aid) eligibility of a sponsoring college or university, must document compliance with Title IV responsibilities, including audits, Program reviews, monitoring default rates, and other requirements. If the Program's default rate exceeds the federal threshold (25 percent over a three-year period or 40% in one year), the Program must provide a default reduction plan, as specified by USDE.

### **Narrative:**

Not Applicable.

## Standard 2: Consortia

### The California State University, Chico DI does not participate in a consortium.

Two or more independent institutions or organizations combining to sponsor a single Program are termed a Program consortium and must meet additional organizational structure criteria.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND required templates.

#### Required Element 2.1

The consortium must consider itself a single education Program.

**Narrative:**

*Your response goes here.*

#### Required Element 2.2

A formal agreement must exist between the two or more organizations that jointly sponsor the Program. The formal agreement among members of the consortium must clearly define financial and other resource contributions of each member to the total Program.

**Narrative:**

*Your response goes here.*

#### Required Element 2.3

One individual must serve as the consortium Program director and have primary responsibility for the Program and communications with ACEND.

**Narrative:**

*Your response goes here.*

#### Required Element 2.4

Each member organization in the consortium must designate a coordinator (who may be the Program director) for the Program within that organization who is employed by the organization.

**Narrative:**

*Your response goes here.*

#### Required Element 2.5

An organization chart must clearly show the relationship of each member of the consortium to the total Program.

**Narrative:**

*Your response goes here.*

### Standard 3: Program Mission, Goals and Objectives

The Program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare Interns for practice as a registered dietitian nutritionist. The mission, goals and objectives must be congruent and support the Program.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND required templates.

#### Required Element 3.1

The Program must have a mission that distinguishes it from other Programs in the sponsoring organization, is compatible with the mission statement or philosophy of the sponsoring organization and states its preparation of entry-level registered dietitian nutritionists.

#### **Narrative:**

#### CSU, Chico Mission Statements

The CSU, Chico Mission Statements presented have not changed since the last self-study report with the exception of the CSU, Chico DI mission statement. The DI Program mission statement was changed to include the phrase *...prepare graduate students in the University service area to become competent entry-level Registered Dietitians/Nutritionists (RDN)...* to meet the 2017 ACEND Required Element 3.1 and reviewed by Preceptors, faculty, and the DI Clinical Coordinator. **Words in bold type face indicate themes found throughout the mission statements.**

#### *California State University, Chico Mission:*

California State University, Chico is a comprehensive university principally **servicing Northern California**, our state and nation through excellence in instruction, research, creative activity, and **public service**. The University is committed to assist students in their search for **knowledge** and understanding and to prepare them with attitudes, skills, and habits of **lifelong learning** in order to **assume responsibility in a democratic community** and to be useful members of a **global society**.

#### *College of Natural Sciences Mission:*

The mission of the College of Natural Sciences is to serve as an anchor institution in **northern California** for mathematics and the **Science**, providing a diverse set of services to our students and the larger community. Our undergraduate, **pre-professional**, and graduate Program give students the rigorous **theoretical and practical training** required for **professional and personal success**. We provide the cornerstones for a wide variety of technical disciplines beyond our college through our foundational service courses. We strive to instill in the wider campus community an understanding of the nature of **science and its importance in modern society**. We affirm the importance of **servicing the community** beyond our campus as a resource for mathematics and science expertise.

#### *Department of Nutrition and Food Science Mission:*

The mission of the Department of Nutrition and Food Science at California State University, Chico is to provide students with a **broad educational background** in the **science of food and nutrition** and foodservice management. Non-major students will gain an understanding of the **role food plays in disease prevention and the promotion of positive health**. The BS and MS degrees offered by the department will prepare students to **apply their knowledge and skills** to become **competent and productive** nutrition, food science, and foodservice management **professionals**.

#### *BS in Nutrition and Food Science Program Mission:*

The mission of the BS Program in Nutrition and Food Science is to **educate students in the areas of food science, nutrition, and foodservice management**. The BS degree will prepare students to **apply their knowledge and skills** for careers that require a Registered Dietitian (RDN) credential, other nutrition-related careers, and careers in foodservice administration. Courses in the option in General Dietetics meet the requirements of the Academy of Nutrition and Dietetics (AND) for an accredited Didactic Program in Dietetics (DPD). Website: <http://eatright.org/acend/>.

#### *MS in Nutritional Science Program Mission:*

The mission of the graduate Program in Nutritional Science at California State University, Chico, is to provide **educational experiences** for students to increase their expertise in the **science of nutrition and nutrition education**. Students gain

confidence in **conducting and analyzing research**. The Program will prepare students to become **competent, evidence-based nutrition professionals and practitioners**.

*California State University, Chico Dietetic Internship:*

The mission of the California State University, Chico Dietetic Internship is to prepare graduate students in the University service area to become **competent entry-level Registered Dietitian/Nutritionists (RDN)** who will **enhance the quality of life and health of individuals and families** through their **service in institutions and agencies in northern California**.

#### Analysis of the Congruency of Mission Statements

**Serving Northern California.** In the mission statement of California State University, Chico, the importance of serving Northern California is mentioned. This emphasis is carried over into the mission statements for the College of Natural Science and the DPD and DI mission statements. This is carried out through placing Interns in MNT, Foodservice Administration, and Community Nutrition institutions and agencies in the Chico State service area to complete the DI competencies. Many Program graduates are employed by these agencies upon completion of the DI providing further service to Northern California.

**Knowledge and Skills.** Providing students with knowledge, skills, and practical pre-professional training, are also common themes throughout each mission statement. Throughout the DPD coursework, students are not only taught facts and figures pertaining to the field of dietetics, but are also provided with opportunities to apply this knowledge and develop skills in such areas as nutrition assessment, medical charting, counseling, menu planning, food preparation, and developing nutrition education interventions. At the graduate level, foundation knowledge is strengthened and MS students are trained in research methods and evidence-based practice with an emphasis on learning, development, and behavior change theory which informs the development of and evaluation of nutrition education programs.

**Science.** The Department of Nutrition and Food Science is appropriately housed in the College of Natural Sciences. In the mission statements at the college and department levels, Science are emphasized. Specifically, the department mission statement emphasizes that a broad educational background in the science is provide. DPD coursework includes individual courses in a variety of Science including inorganic chemistry, organic chemistry, biochemistry, physiology, microbiology, and psychology. At the MS level, students conduct and analyze research, thus preparing them to become competent, evidence-based nutrition professionals and practitioner.

**Theoretical and Practical Training.** A thread throughout the mission statements is the emphasis on foundation knowledge acquisition as well as practical application. Through training in theory and evidence-based practice, the MS and DI Programs prepare students to become competent food and nutrition professionals who will effectively enhance the quality of life and health if individuals and families in northern California.

A strength of the CSU, Chico DI Program includes consistent themes found in the mission statements from the institution to the program level. A focus on obtaining knowledge and skills in order to serve the public in northern California is also emphasized.

#### Required Element 3.2

The Program must have at least two goals focused on Program outcomes that are consistent with the Program's mission.

##### **Narrative:**

#### CSU, Chico DI Goals:

1. To prepare graduates to meet the eligibility requirements for becoming Registered Dietitians/Nutritionists (RDN) as established by the Commission on Dietetic Registration (CDR).
2. To prepare graduates who will be able to fulfill employment requirements for entry-level dietitians.
3. To prepare dietetic professionals who will develop and implement evidence based nutrition education interventions to enhance the health and well-being of individuals and populations served.

#### Alignment of CSU, Chico DI Goals with DI Program Mission Statement

DI advisory Board subcommittee members, Preceptors, department faculty, Interns, and Program graduates provided feedback on the development of Program goals. At the fall, 2008 Advisory Board meeting Board members provided

feedback on program goals approved in the 1999 self-study report and goals were modified based on their recommendations. The Programs first two goals remained the same as approved previously and were perceived by stakeholders as still relevant indicators of the Programs' success in carrying out its mission, which they also felt was relevant as written. Goal 1 addresses the requirements for becoming a RDN that support the Programs mission stating *...to prepare graduate students in the University service area to become competent entry-level Registered Dietitians/Nutritionists (RDN)*. Goal 2 addresses the mission by specifying the need for individuals to fulfill the requirements to become entry-level dietitians and employment among institutions and agencies serving northern California stating *...through their service in institutions and agencies in northern California*. Goal 3 was added to address the 2008 ERAS requirement that all DI's have at least one Concentration. Goal 3 reflects the Programs' mission in that preparing professionals to develop and implement evidence based nutrition education interventions, they may enhance the quality of life and health of those served stating *...will enhance the quality of life and health of individual and families*. The goals remain relevant to the DI Program and have not changed. On-going Program assessment of outcomes related to the goals will allow the Program to determine if it is successfully carrying out its mission.

### Required Element 3.3

The Program must establish one or more Program objectives as needed to evaluate achievement of each of the Program's goals and demonstrate that the Program is operating in the interest of Interns and the public.

#### **Narrative:**

#### Program Specific Objectives for DI Goals (in bold)

**Goal 1.** To prepare graduates to meet the eligibility requirements for becoming a RDN as established by the Commission on Dietetic Registration (CDR).

Objective 1. Program Completion (ACEND objective)

Over a five-year period, at least 80% of Interns enrolled in the DI Program will complete all Program requirements within 150% (13.5 months) of the time planned for completion.

Objective 2. Pass Rate (ACEND objective)

Over a five-year period, 80% of DI graduates or more will pass the CDR credentialing exam for dietitian/nutritionists within one year following first attempt.

Objective 3. Timeframe for Taking Registration Exam (ACEND objective)

80% of Program graduates or more will take the registration exam within 12 months of Program completion.

#### **Objective 4. Rotation Sites (Program objective)**

**80% of DI graduates or more will report that rotation sites were adequate to prepare them to become competent entry-level dietitians.**

**Goal 2.** To prepare graduates who will be able to fulfill employment **requirements for entry-level dietitians.**

Objective 1. Graduate Employment (ACEND objective)

Over a five-year period, 80% of DI graduates or more who sought employment in dietetics will be employed within 12 months of Program completion.

Objective 2. Employer Satisfaction (ACEND objective)

Over a five-year period, 80% of employers or more will rate DI graduates ability to meet performance requirements for entry-level dietitians at the proficiency or mastery level.

#### **Objective 3. Graduate Performance Related to Nutrition Education Responsibilities (Program objective)**

**75% of employers or more will rate DI graduates' ability to meet performance requirements for their nutrition education responsibilities, specifically, at the proficiency or mastery level.**

**Goal 3.** To prepare dietetic professionals who will develop and implement evidence-based nutrition education interventions to enhance the health and well-being of individuals and populations served.

**Objective 1. Graduate Satisfaction (Program objective)**

**Over a five-year period, 80% of graduates or more will indicate that the DI Program developed their competency to meet performance requirements for entry-level dietitians and additional requirements related to the nutrition education concentration at the proficiency or mastery level.**

**Objective 2. Graduate Employment in Northern California (Program objective)**

**Over a five-year period, 60% of graduates or more will be employed in northern California and providing evidence-based nutrition education to patients/clients served.**

Required Element 3.4

The Program also must set the following required Program objectives:

- a. Program Completion: The Program must develop an objective that states at least 80% percent of Program Interns complete Program/degree requirements within 150% of the Program length (as defined in academic units).
- b. Graduate Employment: The Program must develop an objective that states the percent of Program graduates who are expected to be employed in nutrition and dietetics or related fields within 12 months of graduation.
- c. Graduate Performance on Registration Exam:
  1. The Program must develop an objective that states the percent of Program graduates who are expected to take the CDR credentialing exam for dietitian nutritionists within 12 months of Program completion.
  2. The Program must develop an objective that states at least 80% of graduates over a five-year period pass the CDR credentialing exam for dietitian nutritionists within one year following first attempt. If less than five years of pass rate data are available, Programs will be evaluated on data available.
- d. Employer Satisfaction: The Program must develop an objective for employer satisfaction with graduate's preparation for entry-level practice.

**Narrative:**

ACEND Specific Objectives for DI Goals (in bold)

**Goal 1.** To prepare graduates to meet the eligibility requirements for becoming a RDN as established by the Commission on Dietetic Registration (CDR).

**Objective 1. Program Completion (ACEND objective)**

**Over a five-year period, at least 80% of Interns enrolled in the DI Program will complete all Program requirements within 150% (13.5 months) of the time planned for completion.**

**Objective 2. Pass Rate (ACEND objective)**

**Over a five-year period, 80% of DI graduates or more will pass the CDR credentialing exam for dietitian/nutritionists within one year following first attempt.**

**Objective 3. Timeframe for Taking Registration Exam (ACEND objective)**

**80% of Program graduates or more will take the registration exam within 12 months of Program completion.**

**Objective 4. Rotation Sites (Program objective)**

**80% of DI graduates or more will report that rotation sites were adequate to prepare them to become competent entry-level dietitians.**

**Goal 2.** To prepare graduates who will be able to fulfill employment requirements for entry-level dietitians.

**Objective 1. Graduate Employment (ACEND objective)**

**Over a five-year period, 80% of DI graduates or more who sought employment in dietetics will be employed within 12 months of Program completion.**

**Objective 2. Employer Satisfaction (ACEND objective)**

**Over a five-year period, 80% of employers or more will rate DI graduates ability to meet performance requirements for entry-level dietitians at the proficiency or mastery level.**

Objective 3. Graduate Performance Related to Nutrition Education Responsibilities (Program objective)  
75% of employers or more will rate DI graduates' ability to meet performance requirements for their nutrition education responsibilities, specifically, at the proficiency or mastery level.

**Goal 3.** To prepare dietetic professionals who will develop and implement evidence-based nutrition education interventions to enhance the health and well-being of individuals and populations served.

Objective 1. Graduate Satisfaction (Program objective)

Over a five-year period, 80% of graduates or more will indicate that the DI Program developed their competency to meet performance requirements for entry-level dietitians and additional requirements related to the nutrition education concentration at the proficiency or mastery level.

Objective 2. Graduate Employment in Northern California (Program objective)

Over a five-year period, 60% of graduates or more will be employed in northern California and providing evidence-based nutrition education to patients/clients served.

Description of How Target Measures Set by the Program for the Required Objectives Demonstrate That Programs are Operating in the Interest of Students and the Public.

The objectives and target measures were updated to adhere to ACEND 2017 Standards Required Element 3.3 and 3.4. The goals and objectives were reviewed by Preceptors, faculty, and the DI Clinical Coordinator and revised based on feedback. The Program target measures for each objective were set from previous historical data as well as setting measures that were rigorous and attainable (realistic).

**Goal 1.** To prepare graduates to meet eligibility requirements for becoming a RDN as established by the Commission on Dietetic Registration (CDR).

**Objective 1. Program Completion (ACEND objective)**

*Over a five-year period, 80% of Interns enrolled in the DI Program will complete all Program requirements within 150% (13.5 months) of the time planned for completion.*

The 80% target measure was set as it is an achievable measure based on pass Program completion records. For Interns, it ensures a realistic time frame in which they can successfully complete the Program. For the public, the Program supplies competent future RDN's who can serve the northern California community in a timely manner.

**Objective 2. Pass Rate (ACEND objective)**

*Over a five-year period, 80% of DI graduates or more will pass the CDR credentialing exam for dietitian/nutritionists within one year following first attempt.*

The 80% target measure was set based on previous historical records as well as ACEND requirements. The one-year pass rate for the past three years has been 100% so this is a realistic target measure for graduates and indicates the DI Program prepares graduates to successfully pass the RDN exam. For the public, the Program supplies competent entry-level dietitians who are prepared to serve the northern California community.

**Objective 3. Timeframe for Taking Registration Exam (ACEND objective)**

*80% of Program graduates will take the registration exam within 12 months of Program completion.*

The 80% target measure was set because it is an achievable yet rigorous measure based on previous Program data regarding the timeframe for which graduates took the RDNN exam. From 2014-2017, 100% of graduates have taken the RDN exam within one year of completing the DI Program suggesting that graduates are prepared and feel confident in their knowledge to successfully pass the exam. For the public, the Program supplies competent RDN's who can serve the northern California community in a timely manner.

**Objective 4. Rotation Sites (Program objective)**

*80% of DI graduates will report that rotation sites were adequate to prepare them to work in their chosen area of dietetics.*

This is a new Program objective for the CSU, CHICO DI. The 80% target measure is a rigorous target yet attainable. This target measure serves the interests of the graduates in providing them adequate preparation in their chosen area of

dietetics (clinical, foodservice management, community) to competently serve their community. This target measure serves the interests of the public through providing qualified dietitians as a resource for health promotion within the community.

**Goal 2.** To prepare graduates who will be able to fulfill employment requirements for entry-level dietitians.

**Objective 1. Graduate Employment (ACEND objective)**

*Over a five-year period, 80% of DI graduates who sought employment in dietetics will be employed within 12 months of Program completion.*

The target measure was set at 80% of graduates who sought employment will be employed within 12 months based on past historical records. This target measure serves the interest of the graduates in that they are not only eligible but well qualified to enter the work force. This target measure serves the interests of the public through providing qualified dietitians as a resource for health promotion within the community.

**Objective 2. Employer Satisfaction (ACEND objective)**

*Over a five-year period, 80% of employers will rate DI graduates ability to meet performance requirements for entry-level dietitians at the proficiency or mastery level.*

The target measure was set at 80% employer satisfaction for graduates based on past historical records. This target measure serves the interest of the graduates in that employers report they have the skills and knowledge necessary to enter the work force as competent, entry-level dietitians. This target measure serves the interests of the public through providing qualified dietitians as a resource for health promotion in northern California.

**Objective 3. Graduate Performance Related to Nutrition Education Responsibilities (Program objective)**

*75% of employers will rate DI graduates' ability to meet performance requirements for their nutrition education responsibilities, specifically, at the proficiency or mastery level.*

The target measure was set at 75% employer satisfaction for graduates based on past historical records. This target measure serves the interest of the graduates in that employers report they have the skills and knowledge necessary to provide nutrition education to individuals as competent, entry-level dietitians. This target measure serves the interests of the public through providing qualified dietitians as a resource for health promotion within a diverse community in northern California.

**Goal 3.** To prepare dietetic professionals who will develop and implement evidence-based nutrition education interventions to enhance the health and well-being of individuals and populations served.

**Objective 1. Graduate Satisfaction (Program objective)**

*Over a five-year period, 80% of graduates will indicate that the DI Program developed their competency to meet performance requirements for entry-level dietitians and additional requirements related to the nutrition education concentration at the proficiency or mastery level.*

The target measure was set at 80% graduate satisfaction based on past historical records and is a rigorous yet realistic objective. This target measure serves the interest of the graduates in that the DI has been successful in developing the skills and knowledge necessary to enter the work force as competent, entry-level dietitians. This target measure serves the interests of the public through providing qualified dietitians as a resource for health promotion within the community of northern California.

**Objective 2. Graduate Employment in Northern California (Program objective)**

*Over a five-year period, 60% of graduates will be employed in northern California and providing evidence-based nutrition education to patients/clients served.*

The target measure of 60% was set because Interns may choose to relocate to another area of California or another area of the country to work as a dietitian. Many of the graduate students at CSU, Chico are from Southern California and wish to move back to their home. This target measure serves the graduates in that they are able to find employment in northern California and serve the community. This target measure serves the public by providing dietitians for the northern California area where there is a need for qualified RDN's.

#### **Standard 4: Program Evaluation and Improvement**

The Program must continuously evaluate the achievement of its mission, goals and objectives. The Program must have an evaluation plan, use the plan to collect data, improve the Program based on the findings and update the plan accordingly.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND required templates.

##### Required Element 4.1

An ongoing Program evaluation plan must be written, reviewed at least annually, updated as needed with changes documented and must include the following components:

- a. Each Program goal;
- b. Objective(s) that will be used to evaluate achievement of each Program goal;
- c. Qualitative and/or quantitative data needed to determine if goals and objectives have been achieved;
- d. Groups from which data will be obtained; both Internal and external stakeholders must be represented (such as graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education Program directors, faculty from other disciplines and advisory committees);
- e. Evaluation methods that will be used to collect the data;
- f. Individuals responsible for ensuring that data are collected and
- g. Timeline for collecting the necessary data.

##### **Narrative:**

##### Qualitative/Quantitative Data Needed to Assess Goal Achievement and Groups from which Data are Collected

The new DI Director inherited the Program Evaluation Plan in January 2105 from former DI Director Michelle Morris. The Program goals remain the same as they are still relevant but some of the Program objectives were changed to comply with the ACEND 2017 Standards. The DI Director revised the objectives and received feedback from the DI Clinical Coordinator, CSU, Chico NFSC faculty, and DI Preceptors.

Qualitative and quantitative data were obtained from graduates, preceptors, and employers of former CSU, Chico DI graduates. For DI graduates, qualitative data collected included strengths and areas of improvement related to the DI Program. Quantitative data included Program completion timeline, pass rate, timeframe for taking the credentialing exam, timeframe for employment in dietetics, Programs development of Interns competency to meet performance requirements for entry level dietitians, and employment in northern California. A new Program objective for 2017-2018 includes evaluating the adequacy of rotation sites to prepare graduates to work in their chosen area of dietetics. Employers were asked about the strengths and weaknesses of the CSU, Chico DI Program and how our graduates compare to other DI Program graduates. Employers provided quantitative feedback regarding the DI graduate's ability to meet the performance requirements for entry-level dietitians as well as their nutrition education responsibilities. Qualitative data collected from DI Preceptors included the advantages of having Interns at the facility, drawbacks to being part of a DI, and the strengths and areas for improvement of the CSU, Chico DI Program. Quantitative data included how likely the facility will continue to accept Interns, how prepared Interns were for their Internship in the areas of MNT, foodservice administration, and community nutrition.

##### Assessment Process

Graduate, employer, and preceptor survey tools were used as one method to assess the DI Program. These survey tools remained constant from the last CSU, Chico DI Self-study but will be revised to align with the 2017 ACEND Standards. Input from faculty, preceptors, graduates, employers, and the DI Clinical Coordinator will be solicited to update these surveys that will serve to strengthen the DI Program via qualitative and quantitative data. Further, Interns completed a CDR exit survey to assess how well the DI Program developed their competency to meet performance requirements for each of the DI rotations. Other data sources used to assess the Program include Pearson Vue reports regarding credentialing exam pass rate. To assess timeframe taken to meet Program requirements, DI graduation recordings will be reviewed to determine Program start date and end date. On a more informal level, satisfaction with the Program is assessed at networking events and social gatherings as well as at Advisory Board Meetings. This frequent interaction between preceptors/employers and the DI Director and DI Clinical Coordinator serves as an additional method to address Program strengths and weaknesses. In

addition, the DI Clinical Coordinator is a Clinical Dietitian at a rotation site providing further feedback on the Program and Interns.

The DI Director and DI Clinical Coordinator are responsible for collecting Program data for used in the Program review process. Data will be collected annually at a minimum and more frequently as needed.

**Required Element 4.2**

The Program must evaluate itself based on its Program evaluation plan and provide evidence that:

- a. Data on actual Program outcomes for each pathway or track are collected separately according to the Program evaluation plan, summarized and analyzed by comparing actual achievements with objectives;
- b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved and
- c. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment as appropriate.

**Narrative:**

Analysis of Goal and Objectives Achievement

The DI Director is new to the DI Program as of January 2015. All data reported is based on previous information available to the DI Director as well as information gathered by the DI Director from start date as Program director to present. Therefore, some of the objective data is based on three years instead of five years.

**Goal 1, Objective 1, Met.**

From 2012/2013-2016/2017, 25/25 (100%) of Interns completed all Program requirements within 150% of the time planned for completion. To the DI Directors' knowledge, all Interns completed the Program within the 9 month period. This objective was met indicating that the time frame for completing Program requirements is realistic and attainable.

**Goal 1, Objective 2, Met.**

The pass rate for the credentialing exam within one year following first attempt is 25/25 (100%) from 2013-2016 indicating this objective was met. If based on a first time pass rate, the five-year pass rate is 80% which meets the target measure for this objective. See table below.

Year	Taken	Passing	Percentage
2017	4	4 (out of 5)	80.00%
2016	5	5	100.00%
2015	7	5	71.43%
2014	3	2	66.66%
2013	5	4	80.00%
<b>TOTAL</b>	<b>24</b>	<b>20</b>	<b>80.00%</b>

**Goal 1, Objective 3, Met.**

From 2013-2017, 24/25 (96%) of graduates took the credentialing exam within 12 months of Program completion. This objective was met indicating graduates felt prepared to take the exam. To better assess the timeframe for when Interns take the exam after Program completion, a question will be added to the Graduate Survey addressing this objective.

**Goal 1, Objective 4.**

This is a new Program objective and will be added to the Graduate Survey starting with the 2017-2018 Internship class.

**Goal 2, Objective 1, Met.**

Fifteen graduates from the 2014-2017 classes were surveyed regarding their employment status post Program completion. Eleven of the 15 graduates responded for a return rate of 73%. Nine of the eleven graduates (82%) stated they were employed within 3 months of Program completion. Two respondents were employed within 3-6 months of Program

completion. 100% of respondents were employed within 12 months post Program completion. It is not uncommon for a graduate to receive multiple job offers upon completion of the Program. When a graduate is hired, it is typically required that they pass the RDN Exam within six months of employment.

**Goal 2, Objective 2, Partially Met.**

Nine employers from the 2014-2017 classes were surveyed regarding DI graduates ability to meet performance requirements for delivering effective nutrition education. One usable survey was returned for a response rate of 11%. The respondent rated the graduates at the proficient level.

**Goal 2, Objective3, Partially Met.**

Nine employers from the 2014-2017 classes were surveyed regarding DI graduates ability to meet performance requirements for entry-level dietitians at the average or above average level. One usable survey was returned for a response rate of 11%. The respondent rated the graduates at the above average level and one did not respond to this question.

**Goal 3, Objective 1, Met.**

Fifteen graduates from the 2014-2017 classes were surveyed regarding the level to which the DI Program developed their competency to become entry-level dietitians and additional requirements related to the nutrition education concentration. Nine of the eleven graduates (82%) indicated they felt competent to become entry-level dietitians and fulfill their responsibilities of providing nutrition education to clients/patients. This objective was assessed by reviewing responses to 13 questions inquiring about the graduates perceived level of competency for providing a variety of RDN services. The 13 questions were based on a Likert scale (1=lacks proficiency, 2=adequate proficiency, 3=proficient, 4=mastery, or N/A). If a respondent rated 3 or more questions a 2 or lower, the objective was determined as not being met as this brought the total score below 80% for that respondent.

Areas of competency that received a 2 or lower were consistently MNT, management functions, and nutrition education. The DI Director and DI Clinical Coordinator provided review sheets and activities prior to the start of the upcoming DI class to address this perceived lack of competence among Interns. Further, more review and exam practice will be provided during the DI classes to increase Intern knowledge and confidence.

**Goal 3, Objective 2, Met.**

Of the fifteen graduates surveyed from the 2014-2017 classes, 10 of the 11 graduates (91%) stated they were employed in northern California. One graduate is employed in southern California which is the graduates' hometown. It is anticipated that most graduates will be employed in northern California as the majority wish to remain in the area after graduation. Of the eleven graduates responding, five were employed in a clinical setting, five were employed in an outpatient setting, and one was employed in a long-term care facility.

Institution's Planning and Assessment Process and Alignment with Program's Processes

The Office of the Provost for Academic Affairs is responsible for coordinating the planning and implementation of CSU, Chico assessment and performance measurement system. Assessment is accomplished through Academic Program Reviews, which play a key role in the improvement of undergraduate and graduate education at CSU, Chico. The Academic Program Review is systematic and intentional about gathering data regarding performance and effectiveness and then using the results from the information to continuously improve programs. The Academic Review Program requires that programs demonstrate their ability to generate and analyze indicators of performance aligned with the programs' mission, goals, and objectives, and teaching and learning resources. Each department is allocated funds for a faculty member to serve as an assessment coordinator. This represents 6 units of release per year for the Department of Nutrition and Food Science. During the years that DPD and DI Self-study Reports are due, these 6 units are divided between the DPD and DI directors to give them one course release so that they can write the self-study reports. The DI Programs' planning and assessment processes are consistent with those of the institution. Assessment is systematic and intentional in collecting performance and effectiveness data. Results of the information are used to continuously improve Program performance related to goals and objectives.

Required Element 4.3

Results of the Program evaluation process must be used to identify strengths and areas for improvement relative to components of the Program, including policies, procedures, curriculum, teaching methods, Program length, faculty, preceptors and resources. Short- and long-term strategies must be developed and actions must be taken to maintain Program strengths and address areas for improvement identified through the evaluation process.

### **Narrative:**

Qualitative and quantitative data were collected through graduate, preceptor, and employer surveys to identify strengths and areas for improvement in the DI Program. The surveys were sent to graduates, preceptors, and employers via e-mail multiple times to improve the response rate. Eleven of fifteen graduates completed the survey for a response rate of 73%. Seven of eighteen preceptors completed the survey for a response rate of 39%. One of the nine employers returned the survey for a response rate of 11%

#### Overall Program Strengths

- 100% of Interns completed the Program within 150% of Program length
- Overall five-year first time pass rate for the RDN Exam is 80%; 100% for five-year pass rate for graduates taking the RDN Exam 1-year from first attempt
- Have a well-developed admission policy based on Program completion and RDN Exam pass rate
- High quality DI Program based on success rate of the graduates
- MS trained Interns are well prepared for their Internship and demonstrate maturity and motivation
- Program/curriculum provides a variety of experiences and flexibility in assignments to meet competencies
- DI Director and DI Clinical Coordinator are available and supportive of Interns
- Preceptors are professional and demonstrate excellent knowledge of their area of expertise
- Opportunity to network in northern California
- Interns are professional and tech savvy

#### Overall Areas for Improvement

- Need to develop a Preceptor Handbook
- Update DI P&P to meet 2017 Standards
- Annually review Program evaluation plan based on assessment requirements for the ACEND 2017 Standards which includes a variety of stakeholders
- Provide more instruction to Interns during orientation regarding DI Program rotation sites and expectations
- Provide more RDN Exam review (specifically with MNT, management functions, nutrition education) in class and during the summer prior to the start of the DI
- Lack of confidence in writing PES statements
- Improve communication channel between DI Director and DI Clinical Coordinator
- Limited rotation site with which to place Interns
- Improve Employer response rate

#### Identification of Long and Short-Term Action to Address Strengths and Areas for Improvement

Short-term actions address strengths and areas for improvement that are implemented within the next three to six months. These include changes to policies and procedures as well as the curriculum. Specifically, short-term actions include developing the Preceptor Handbook, updating the DI P&P, providing more RDN Exam review, etc. Long-term actions include ongoing processes such as increasing rotation sites; nurturing relationships with Preceptors, maintaining RDN Exam pass rate, and developing a consistent program review process. In addition, the DI Director will update the Graduate, Preceptor, and Employer surveys to align with the 2017 Standards and place these on Survey Monkey as a method for increasing response rate as well as anonymity. This will also provide more comprehensive qualitative and quantitative data of the DI Programs' strengths and areas to improve.

#### Ongoing Program Improvement Plan Using Data from Survey

Actions that have been taken/will be taken to improve the DI Program based on survey feedback and DI Director recognition of areas to improve include the following:

- Based on the DI Director assessment and feedback from Preceptors, a Preceptor Manual was developed outlining the structure of the DI Program and the expectations of the Interns and Preceptors. The DI Director currently visits each new Preceptor and reviews the DI Program (including paperwork, rotation expectations, Intern expectations, etc.). To supplement this visit, a manual is being developed to put this information in writing so new Preceptors have a hard-copy resource with which to refer. New Preceptors are also referred to the Preceptor Training provided by CDR. A Preceptor Manual is in alignment with what other DI Programs provide and will be an additional guide for Preceptors. It is envisioned that all Preceptors will receive this manual in the future.
- Based on the 2017 ACEND Standards, the P&P will be updated to align with the 2017 Standards.
- As recognized by the DI Director in completing this self-study, a more consistent method for conducting Program assessment needs to be implemented. Therefore, the DI Director, in conjunction with the DI Clinical Coordinator, faculty, Preceptors, Advisory Board members, and other stakeholders will gather data on an annual basis (or as needed) to assess the DI Program using the tools provided in this self-study. Graduate, Preceptor, and Employer surveys will be updated to gather appropriate data. An improvement plan will be developed from data collected annually to strengthen the DI Program.
- As stated by Graduates on their survey, the information provided during the orientation was presented too fast and they wanted more examples of activities to complete the competencies. For the upcoming 2017-2018 class, the DI Orientation was divided over two half-day sessions to give a more comprehensive overview of the Program. Examples of activities past Interns used to complete competencies were discussed for each of the major rotations. Outside of providing examples, it is important that the Intern and the Preceptor develop their own activities to meet the competencies as these will be more relevant to the specific site and beneficial to the Preceptor and to the Intern.
- Based on responses to the graduate surveys, additional RDN exam review practice will be implemented in the DI class. The DI Director and DI Clinical Coordinator implemented an RDN Exam review process for the 2016-2017 DI class but additional review was requested. To meet this request, worksheets were provided that Interns must complete prior to the start of the DI class that reviewed MNT and foodservice/management function concepts. During the scheduled DI classes, time will be allotted to review for the RDN Exam. Visual Veggies will continue to be used as a resource for Interns and the DI Director is looking into other exam review resources for the class. Based on Preceptor feedback, additional practice in writing PES statements will occur in class.
- To improve communication between the DI Director and DI Clinical Coordinator, weekly meetings will be scheduled to discuss issues as well as planned activities for the upcoming DI class. These meeting will take one-half to one hour depending on the content covered.
- The DI Director will continue to seek rotation sites for the DI Program to provide more placement opportunities for Interns and expand the presence of the DI Program throughout northern California.
- In terms of strengths of the DI Program, the DI Director and DI Clinical Coordinator will continue to monitor and assess pass rates for the RDN Exam, Program completion rates, and other measure indicating the Program is meeting its' goals and objectives. Further, the DI Director will continue to nurture relationships with Preceptors through site visits, calls, e-mails, and providing annual 1-unit continuing education opportunities for Preceptors. The DI Director and DI Clinical Coordinator will continue to provide support and encouragement to Interns, emphasize the importance of professionalism in the rotation sites, and maintain high-quality rotation sites.
- The DI Director and DI Clinical Coordinator will reach out to Employers via phone conversations and at the Advisory Board Meeting to improve the response rate regarding graduates' performance as RDN's.
- It is anticipated that a discussion regarding Preceptor-Intern interactions will be discussed at the next Advisory Board Meeting (DI subcommittee).

#### **Standard 5: Curriculum and Learning Activities**

The Core Knowledge and Competencies must be the basis on which the Program curriculum and learning activities are built and at least one concentration must be identified, all within the context of the mission and goals of the Program.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND required templates.

#### Required Element 5.1

A curriculum map must be developed that

- a. Identifies supervised practice experiences, which occur in various settings or practice areas that Interns will complete to meet the core competencies and Program-defined concentration competencies.
- b. Sequentially and logically organizes the progression of didactic courses and supervised practice experiences from introductory to more advanced learning activities and builds on previous knowledge or experience to achieve the expected depth and breadth of knowledge and competency by completion of the Program.
- c. Culminates in experiences to demonstrate entry-level competence.

**Narrative:**

**Description of the Programs Curriculum/Rotations**

Organization, Sequencing, and Integration of Didactic Courses/Supervised Practice Rotations

The summer prior to the start of the DI Program, Interns were provided worksheets to prepare them for their rotations in MNT, foodservice administration, and community nutrition. This step was implemented in response to graduates stating they would appreciate more preparation for rotations at the start of their DI Program in the areas stated above. The Interns were also given their rotation sites and are instructed to contact their preceptor to plan their rotation.

A Program orientation is held two-three weeks prior to the first supervised practice rotation. During the orientation, a DI Resource Manual is provided to each Intern. The manual includes orientation information such as DI class schedule and learning objectives; Intern rotation schedules; the Intern Handbook; the MNT, Foodservice Administration, and Community Nutrition competency forms; Case Study and Menu Project guidelines; and a facility and Preceptor directory. The Interns are also reminded of the facility requirements that are needed prior to the start of their first rotations such as blood borne pathogen training, TB test, background checks, etc. Paperwork verifying that these requirements have been completed are given to the DI Director to keep on file and copies sent to facilities as needed. The DI Clinical Coordinator provides an overview of the Program policies and procedures as well as rotation competencies and evaluation tools used throughout the Program. In addition, examples are provided illustrating of how past Interns met the competencies in each rotation. This was also a recommendation from past Interns.

The first rotation the Interns complete is the Foodservice Administration rotation, an eight-week (300 hour) rotation starting in August. During the 2010 Advisory Board Meeting, it was suggested that the foodservice rotation be scheduled before the MNT rotation which was implemented. This would serve the purpose of helping Interns understand more realistically the capabilities and limitations of the foodservice department before making recommendations during their MNT rotation. This would also give foodservice directors more time to supervise Interns if the rotation was in late summer/early fall. Further, Preceptors noted that the MNT rotation placed closer to the end of the Internship may benefit Interns in terms of them more successfully passing the RDNN exam and securing employment in an acute care setting following completion of the DI Program. Interns complete their Foodservice Administration rotation in either a hospital setting (which, in general, would also provide their MNT rotation) or in a school setting. If Interns complete their foodservice rotation at a hospital, they are exposed to a new preceptor which provides a varied point of view. They are also exposed to the planning and preparation for various therapeutic diets for a variety of populations such as Hispanic and low-income patients. School foodservice directors have enthusiastically accepted Interns into their districts. In this setting, Interns learn about the USDA school meal requirements and other government regulations related to working with nutrition programs for children and young adults. Interns do get exposed to planning for therapeutic diets with this population as many have food allergies/intolerances, diabetes, and other conditions requiring menu modification. At the end of the rotation, the Interns complete a one-week staff rotation to gain further administration experience. The Foodservice Administration rotation is followed by a one-week break where Interns complete their paperwork and contact their MNT preceptor.

In mid-October, Interns begin their 16-week (600 hour) MNT rotation. Currently, there are seven general acute care hospitals associated with the CSU, Chico DI Program and each Intern is placed at one of these sites as their "primary clinical site". Interns are provided extensive practice providing the NCP through exposure to patients with diabetes, high cholesterol, malnutrition, hypertension, and other medical nutrition conditions. As not all of the hospitals have a wide-breadth of acute-care patients, Interns may rotate to one other hospital/facility during their MNT rotation for more practice of the NCP with LTC or renal patients. Preceptors have stated that this is an advantage to the Interns as it exposes them to different dietitian practice as well as a different organizational structure. During their MNT rotation, Interns receive a two-week winter break in December. At the end of their MNT rotation, Interns provide two-weeks staff relief for the dietitians to gain further experience in MNT/the NCP and develop their confidence and competence in this area.

The final rotation is the eight-week (300 hour) Community Nutrition rotation. Interns are allowed to choose up to three, 2-3 week placements during this rotation; however, one placement must be completed at a WIC site. At this point, Interns have increased knowledge of MNT as it applies to various disease states, extensive practice providing the NCP, and increased proficiency at documenting in patient/client records using ADIME. They have also gained leadership and management skills and developed as a future professional through their MNT and Foodservice Administration rotations. In addition, their critical thinking skills have been increased. The Nutrition Education Concentration competencies build on the core competencies completed during all previous rotations. During this rotation, Interns gain further experience working with diverse populations but in a community setting. Lesson plans and educational materials are developed to meet the needs of a target population (socio-economic, education level, ethnicity, etc.). Interns do not complete staff relief at the end of this rotation. Interns receive a one-week spring break in March.

In general, the supervised practice follows the aforementioned sequence of rotations. On occasion, a facility is not able to take an Intern during this scheduled sequence. Therefore, the schedule for supervised practice for an Intern may be changed. As an example, a facility may not be able to take an Intern for a foodservice administration rotation during the fall due to an audit, but will take an Intern during the winter. The Intern will be placed in another rotation first, then the foodservice rotation in the winter.

To supplement supervised practice rotations, Interns meet once a week tapering to biweekly meetings to fulfill the didactic portion of their DI Program. The class meets on Monday afternoons for two to three hours and the class schedule follows the rotation schedule; foodservice administration, MNT, and Community Nutrition. The DI Clinical Coordinator is the instructor for the course and communicates class schedules and guest speakers with the DI Director. If the DI Clinical Coordinator is not able to attend class due to illness or other circumstances, the DI Director assumes the instructor role for the class. The class is organized sequentially to prepare the Interns for the DI Program and rotations. As an example, the DI orientation is presented on week one to prepare Interns for the DI overall. The following week, a foodservice math review is given to Interns to prepare them for the upcoming foodservice rotation. The next week, the class focuses on the SOPP, SOP, Code of Ethics, and further food management review. The following weeks focus on MNT topics such as enteral/parenteral nutrition, nutrition support, the NCP process, renal disease, diabetes, etc. to prepare Interns for their MNT rotation. Finally, the class reviews topics related to community nutrition and nutrition education as well as professional development assignments.

Some of the competencies throughout all three rotations are met during the DI class. Topics such as the Scope of Dietetics Practice Framework, SOP, SOPP, public policy and advocacy, Title 22, and The Joint Commission (TJC) are covered exclusively in the DI class. However, Interns do attend the Public Policy Workshop in Sacramento to learn more about the legislative process and advocate with legislators regarding nutrition policies. The DI class is also a time for Interns to present major projects (case studies, CQI, menu project) and ask questions. Interns also share experiences and discuss challenges related to the DI. It is a supportive and safe environment for Interns.

#### Examples of Sequential and Integrated Learning Experiences

Sequential and integrated learning experiences throughout the DI Class and supervised practice rotations build on prior learning and facilitate Intern achievement of required competencies. For example, the DI Clinical Coordinator schedules classes and invites guest speakers to cover topics such as foodservice management, diabetes, renal disease, cultural competence, and nutrition support. Interns are able to integrate these didactic learning experiences with their supervised practice rotations. Interns also become familiar with the AND Evidence Analysis Library (EAL) by abstracting two research articles applying evidence based guidelines. Their research skills are further developed as they gather and interpret data for their clinical case study. Interns interact with other members of the health care team when they present their case study and attend patient rounds. Scheduled towards the end of the MNT rotation, the presentation encompasses the disease state pathophysiology, MNT as documented in the ADIME format, and incorporates research articles using the EAL to support their nutrition recommendations.

In another example, one DI class focuses on the AND Scope of Dietetics Practice Framework, SOP, SOPP, and Code of Ethics for the Profession of Dietetics. For this class the DI Clinical Coordinator also assigns a topic for each Intern such as Title 22, California Code of Regulations, and the role of The Joint Commission (TJC) in accrediting health care facilities. Interns are then responsible for presenting their topic and leading a class discussion on how these regulations complement professional practice expectations, both during the Internship and throughout their career.

In most facilities, Interns perform the NCP starting in lower acuity units and progress to ICU and trauma patients over the course of the MNT rotation. Interns are given the opportunity to work independently to develop confidence and problem-solving skills and then consult with their Preceptor regarding nutrition plan and documentation in the medical record. By the time Interns complete two-weeks staff relief in their MNT rotation, they are able to work more independently with

higher acuity patients, such as patients on ventilators and nutrition support, and then meet with their Preceptor to sign off on their note. Staff relief allows Interns to develop their leadership and other professional skills and responsibilities of an entry-level dietitian. Preceptors evaluate Interns after this experience and share their findings in a formal End of Unit Rotation Evaluation rubric. An additional one-week of staff relief is provided during the Foodservice Administration rotation.

Another sequential and integrated learning experience includes completion of the Menu Project during the Foodservice Administration rotation. Interns conduct research for a target market and then discuss findings with their Preceptor. Based on their findings, Interns develop a target market menu with standardized recipes and test the recipes with foodservice staff using facility equipment. Finally, Interns complete a brief written report that includes evaluation findings regarding acceptance of the target market menu developed and discuss the report with their Preceptor. This project builds on skills developed as Interns complete core competencies associated with this rotation.

Another example is that Interns take on leadership roles by planning work schedules for the foodservice staff and provide one-week staff relief at the end of the Foodservice Administration rotation. They are able to complete this task because they have built on the skills and knowledge acquired earlier such as reviewing the department policy and procedures, calculating operational costs and reviewing the departmental budget, and assisting with purchasing and inventory. A formal written report of this task, and competencies completed, are discussed with the Preceptor.

During the Community Nutrition rotation, Interns review nutrition education materials used in the agencies/organizations they are placed. Materials are critiqued and revised as needed to increase effectiveness for the target population. In order to better understand the needs of the population they will be serving, Interns are able to observe individual counseling sessions and group nutrition education sessions before developing a class for clients or staff. Interns receive feedback via the Evaluation of Teaching Presentation and also receive feedback on their counseling skills via the Evaluation of Counseling Skills rubric.

The Nutrition Education Concentration competencies of 1) conducting a nutrition education needs assessment, 2) developing an evidence based nutrition intervention, and 3) implementing and evaluating the intervention build on the core Community Nutrition Education rotation competencies. In addition, core competencies met during the MNT and Foodservice Administration rotations inform all aspects of developing and implementing and evidence based nutrition education intervention. Specifically, over the course of supervised practice and didactic learning experiences, Interns: 1) utilize the AND EAL, 2) practice performing the NCP among diverse populations with varied health states, life cycle stages, cultural backgrounds, literacy levels, and in various stages of change, 3) gain experience in data collection and analysis, 4) are provided numerous opportunities to develop professional writing and verbal communication skills, and critical thinking and problem-solving skills, and 5) gain experience in management. Ultimately, Interns are preparing to work independently as entry-level dietitians and are developing professional attributes consistent with the SOPP and Code of Ethics for the Profession of Dietetics.

#### Intern Achievement of Learning Objectives

Intern achievement of learning objectives is assessed throughout the DI Program to ensure the depth and breadth of knowledge and/or competency is met as required for an entry-level dietitian. The Interns complete Bi-weekly reports. Evaluation of Teaching and Counseling Skills, Case Study Presentations, and Mid-Unit and Final Unit Rotation Evaluations are completed by the Preceptor as well as other supervising dietitians. A portion of the DI class time is dedicated to checking in with the Interns to discuss how their rotation is progressing and identify any challenges as well as successes. Further, the Preceptors are encouraged to contact the DI Director or DI Clinical Coordinator if they believe an Intern is not progressing at the level expected. The DI Director and the DI Clinical Coordinator will have a meeting with the Intern to discuss the concerns and develop a plan for corrective action. The DI Director plans to contact rotation sites (either in person or through Skype) on a monthly basis this next academic year to stay closer connected with the Preceptor and the Interns progress.

*There are no additional tracks or International experiences offered.*

#### Culminating Supervised Practice Experience

During the MNT rotation, Interns demonstrate entry-level competence when performing at the proficiency or higher level on the Case Study Presentation to the health care team. The Menu Project report completed during the Foodservice Administration rotation requires skills gained while completing many of the core competencies during that rotation. The Nutrition Education Concentration competencies (such as needs assessment, development and implementation of an intervention) completed towards the end of the Community Nutrition Education rotation build on the core competencies

completed previously during all three major rotations. In addition, staff relief provides a culminating experience to demonstrate entry-level competence at the end of both the MNT and Foodservice Administration rotations.

#### Required Element 5.2

The Program's curriculum must be designed to ensure the breadth and depth of requisite knowledge and skills needed for entry-level practice as a registered dietitian nutritionist. Refer to the Standard 5 document, Required Element 5.2, as for required core competencies (Domains 1-4).

#### **Narrative:**

See Required Element 5.1 and Standard 6.

b. The curriculum must include at least one Program-defined concentration that builds on the core competencies and develops additional depth necessary for future proficiency in a particular area. The concentration must include at least two Program specific competencies with associated learning activities.

#### **Narrative:**

#### Concentration Rationale and Competencies

In order to comply with the 2008 ERAS requiring at least one Concentration, a Nutrition Education Concentration was identified in consultation with Preceptors, graduates, employers, Interns, faculty, and Advisory Board members. Rationale for choosing this concentration includes the fact that the Program accepts applications from master's students finishing their degree at CSU, Chico in Nutritional Science-option in Nutrition Education. The master's curriculum includes graduate level courses in Nutrition Education and Counseling Psychology which both emphasize evidence based behavior change theory and strategies. In addition, the focus of many of the applicants' MS research is the evaluation of the impact of nutrition education interventions which is still relevant today. The Nutrition Education Concentration is aligned with the Program mission, goals, resources available, and expected learning outcomes. The competencies with accompanying activities for the Concentration were developed to reflect the processes involved in evidence based nutrition education interventions and include the following:

#### CRDNN 5.1 Conduct a nutrition needs assessment

- In consultation with the Preceptor, conduct a nutrition needs assessment based on evidence-based research of the target audience.

#### CRDNN 5.2 Develop an evidence-based nutrition education intervention

- In consultation with Preceptor, develop a learning theory based nutrition intervention for the target audience based on the needs assessment data. Include instructional goals and objectives, visual aids, handouts and an evaluation component.

#### CRDNN 5.3 Implement and evaluate the developed nutrition education intervention

- Submit a brief summary report of the implemented nutrition education intervention to the DI Director/DI Clinical Coordinator and present in class.

The Nutrition Education Concentration competencies build on core competencies, specifically,

CRDNN 2.2 Demonstrate professional writing skills in preparing professional communication.

CRDNN 2.11 Show cultural competence/sensitivity in interactions with clients, colleagues, and staff.

CRDNN 3.3 Demonstrate effective communication skills for clinical and customer services in a variety of formats and services.

CRDNN 3.4 Design, implement, and evaluate presentations to a target audience.

CRDNN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.

CRDNN 3.6 Use effective education and counseling skills to facilitate behavior change.

CRDNN 3.7 Develop and deliver products, Programs, or services that promote consumer health, wellness, and lifestyle management.

The MNT planned supervised practice and didactic learning experiences meet the core competencies and Interns are prepared to independently assess the nutrition education needs of a target population. Further, they are able to develop

and implement an evidence-based, theory driven intervention that include an evaluation component based on the results of their assessment.

### Required Element 5.3

The Program's curriculum must provide learning activities to attain the breadth and depth of the core competencies and Program-defined concentration competencies. Syllabi for courses taught within the academic unit and supervised practice rotation descriptions must include these learning activities with the associated CRDNN.

- a. Learning activities must prepare Interns for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.
- b. Learning activities must prepare Interns to implement the Nutrition Care Process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and older adults.
- c. Learning activities must use a variety of educational approaches necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.

### **Narrative:**

#### Curriculum Provides Learning Activities That Address Various Conditions, Populations, and Diverse Cultures

Interns are provided with supervised practice and didactic learning activities that expose them to a **variety of conditions**. In general, regardless of facility placement during their MNT rotation, Interns will work with overweight and obese patients as well as those with malnutrition, diabetes, cancer, cardiovascular disease, gastrointestinal, and renal disease using the NCP. Specifically, a 1-2 week renal rotation is provided during the MNT rotation at outpatient dialysis clinics or hospital settings. Interns also rotate through cardiac rehabilitation programs, and cancer care centers. Didactic learning activities including Case Studies completed during the MNT rotation provide an opportunity for Interns to research the pathophysiology and MNT associated with various conditions. Each Intern presents a patient case in the DI Class after presenting the patient case to the health care team. The patient cases selected are particularly challenging. For example, Case Studies on fistulae and colostomy, gallstone obstructive pancreatitis postpartum, gastrectomy related to cancer, and hyper-metabolic response related to traumatic injury have been presented in the DI class. Thus, each Intern gets a thorough discussion of 4-5 patient cases in class enabling the Interns to learn about a wider variety of conditions than they are able to experience alone. Guest lectures on renal disease (presented by Anne Kleimann, MS, RDN, a preceptor who provides a renal rotation each year) and nutrition support (presented by Leah Holloway, RDN, Oroville Hospital) provide additional didactic learning opportunities. As most Interns complete the Food Service Administration rotation in a hospital setting, they are also exposed to a variety of clinical conditions at that time. An example of a learning activity for an Intern was the expansion of a 7 day menu cycle to a 14 day menu cycle which now included Meals on Wheels and hospice clients. The expanded menu needed to include menu items for patients with diabetes, renal disease, cardiac, and other conditions or disease states. During the Community Nutrition rotation, Interns are exposed to overweight, diabetic, and cardiac rehab patients, most commonly, and clients with eating disorders.

The supervised practice rotations also provide an opportunity for Interns to work with patients/clients at **various stages of the life cycle**. Interns and Preceptors acknowledge that while many of the hospitals used for MNT rotations have small OB/GYN and pediatric units, the census is primarily comprised of adults and seniors. Long-term care and rehabilitation facilities also expose Interns to an older population. Every Intern's MNT schedule will include a LTC rotation which will lead to increased experience working with the most rapidly growing segment of our population, seniors. Interns are exposed to pregnant and breastfeeding women through their rotations at WIC. School food service rotations, as well as those offered by the California Department of Education expose Interns to children and adolescents.

According to the U.S. Census Bureau (<https://www.census.gov/quickfacts/fact/table/buttecountycalifornia/PST045216>), Butte County, where a majority of the DI rotations occur, has the following ethnic/racial profile: 86.4% Caucasian/non-Hispanic, 16% Hispanic/Latino, 4.7% Asian, 1.8% African American, 2.4% Native American. Exposure to a **culturally diverse population** is thus limited relative to urban dietetic Internships. Tehama and Shasta Counties, home to primary hospitals used for DI rotations, have similar profiles. Interns and Preceptors report that the patients/clients they see most frequently are Caucasian. Hispanic/Latino (primarily Mexican-American) are the next most frequently seen. A growing Hmong and East Indian population allow for additional exposure to diverse cultures. In addition, the DI Director will arrange for the Director from the CSU, Chico Office of Diversity and Inclusion to provide a training for the DI class in the fall to increase their cultural competence.

### Learning Activities Prepare Interns to Implement the NCP

Supervised practice opportunities that address all aspects of the **Nutrition Care Process** are found throughout the MNT, Food Service Administration, and Community Nutrition rotations. Specifically, food and/or nutrient delivery interventions, which encompass meals and snacks, enteral and parenteral nutrition, supplements, feeding assistance, feeding environment, and nutrition-related medication management, most commonly occur during the MNT in-patient rotation. In addition, one DI class is spent with guest speaker from Oroville Hospital, Leah Holloway, RDN, presenting on nutrition support toward the beginning of the MNT rotation. In a subsequent DI class meeting, Interns present on their facility's policy and procedures regarding meal replacements, enteral, and parenteral nutrition. Nutrition education interventions encompassing content and application, and nutrition counseling interventions addressing the theoretical basis/approach and strategies, are addressed during both the MNT and Community Nutrition rotations. As the Interns have completed a master's degree in Nutritional Science—Option in Nutrition Education, they are well prepared to address such interventions during their rotations. The supervised practice rotations as well as the DI classes also address the coordination of nutrition care. That is, Interns interact with other members of the health care team including physicians, nurses, physical, occupational, speech and respiratory therapists, wound care specialists, pharmacists, physician assistants, social workers, and case managers throughout their MNT rotation, and are able to participate in patient rounds as available at the various facilities. In addition, one DI Class each is devoted to the NCP, renal, and nutrition support where guest lecturers present to the class.

The Program curriculum is designed and continuously updated to allow Interns to meet the core and Nutrition Education Concentration competencies through supervised practice and didactic learning experiences.

### Examples of Opportunities to Develop Professional Attitudes, Values and Skills

The Program is designed to develop knowledge, attitudes, values and skills required by the profession. Specifically, during the MNT rotation, Interns must develop collaborative relationships with their preceptors and other members of the health care team in order to meet the Program competencies. Problem solving and critical thinking are developed as Interns assess, diagnose, intervene, monitor and evaluate patient nutritional needs and document relevant information in the medical record. Opportunities to develop cultural competence are provided as Interns work with diverse patient/client/coworkers. Leadership and decision making skills are further developed when Interns provide staff relief during the MNT and Food Service Administration rotations. In this capacity, Interns are responsible for performing the duties of an entry-level dietitian and must foster teamwork and collaboration among staff in order to effectively carry out their duties. Self-assessment and reflection is incorporated into the Bi-Weekly Report form that Interns complete every two weeks of the DI. Interns must list specific competencies as well as professional goals they have accomplished through their supervised practice and didactic learning experiences. Interns also meet with their Preceptor to discuss their strengths and areas for improvement as identified by the Preceptor on the Mid-Unit and Final Unit Rotation Evaluation forms. Finally, Interns complete an Intern Evaluation of Rotation form at the end of each major rotation (i.e., MNT, Foodservice Administration, Community Nutrition). Interns are thus able to reflect on their learning process, and are able to provide feedback on the facilities they were placed at and the supervision they received.

The topic of professionalism is discussed in length during the DI orientation and examples of professional conduct presented. The DI Preceptors, Clinical Coordinator, and Director model professional attributes and hold Interns to high Standards as they progress through the Program.

### Educational Methods and Rationale

Supervised practice allows Interns to work directly with RDN's and other members of the health care team and is the major educational method employed by the DI. In addition, other educational methods are used including DI Class lectures by the DI Coordinator and Preceptors, discussion, oral presentations by Interns on assigned topics (e.g., food and nutrition legislation, federal regulations and state statutes), assignments related to supervised practice experience and also requiring outside research (e.g., Case Study, Clinical CQI, Menu Project), and field trips and group activities such as attending Public Policy Day in Sacramento. A variety of methods are used to enhance the educational experience of Interns with diverse learning needs and preferences. The DI Clinical Coordinator and DI Director are responsive to Preceptor, Employer, Graduate, and Intern feedback when developing and revising the curriculum and methods used. For example, graduates stated they would appreciate a more in-depth DI orientation and more RDN exam review during the DI class which was implemented this fall. In addition, worksheets will be provided for incoming Interns to further prepare them for their rotations.

## **Standard 6: Student Learning Outcomes Assessment and Curriculum Improvement**

The Program must continuously assess achievement of student learning outcomes (SLO). The Program must have a written SLO assessment plan, use the plan to collect and analyze data, improve the Program based on the findings and update the plan accordingly. The results of the SLO assessment must be used to evaluate and improve the curriculum to enhance quality of education provided.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND required templates.

### Required Element 6.1

An SLO assessment plan must be written, reviewed at least annually, updated as needed and include the following components:

- a. Core competency and Program-defined concentration competency statements.
- b. Learning objectives that state specific activities and qualitative or quantitative target measures that will be used to assess overall student achievement of core competencies and Program defined concentration competencies.
- c. Supervised practice rotation(s) in which assessment will occur.
- d. Individuals responsible for ensuring that assessment occurs.
- e. Timeline for collecting formative and summative assessment data. Programs are expected to assess at least one SLO from each domain annually. Within the accreditation cycle, all SLOs must be assessed at least once. SLOs that are not met must be assessed annually until resolved.

#### **Narrative:**

### Annual Review of the Student Learning Outcomes/Curriculum Improvement Plan

The Department of Nutrition and Food Science holds an annual Advisory Board meeting in the fall. DI Preceptors, Employers, Graduates, Interns (starting with the latest meeting) serve on the Board and attend meetings. Time is allocated at each meeting to give an update of the DI Program. In November, 2016, the DI Director and DI Clinical Coordinator discussed the new competencies at the Advisory Board meeting and solicited suggestions on how to effectively implement these competencies. However, a formal discussion on Program improvement was not discussed as recognized by the DI Director during the writing of this self-study report. Therefore, the DI Director surveyed Preceptors, Graduates, and Employers (low response rate) as a means for gathering data regarding the strengths and areas for improvement within the DI Program. Further, an Advisory Board meeting was held in September, 2017 to specifically discuss the DI Program Curriculum Improvement Plan. The DI Director will make changes as needed and incorporate this data into the self-study report. In the future, this model will be used to continuously improve the DI Program. Based on the last Advisory Board meeting and the new ACEND Standards, student learning activities for new competencies were incorporated into the SLO matrix and target measure were changed for all SLO from 75% to 80%. The DI Director recognizes that an annual review plan for the SLO's needs to be developed. It is anticipated that a DI Advisory Board subgroup can meet to review the SLO's and provide feedback.

The DI Program offers no International experiences.

### Required Element 6.2

The Program must document that data on achievement of learning outcomes are collected, summarized and analyzed according to the Program's SLO assessment plan.

#### **Narrative:**

### SLO Assessment Plan

SLO's have been continuously assessed through the 32-week DI Program through a variety of methods. This section write-up is based on the current DI Directors experience.

Interns are required to have their Preceptors or the DI Director/DI Clinical Coordinator sign off on their competencies as supervised practice and didactic learning experiences are completed. In addition, a Mid-Unit Rotation Evaluation (for any rotation lasting three or more weeks) and Final Unit Rotation Evaluations are completed and reviewed by the DI Clinical Coordinator. If there are any areas of concern, the DI Director and the DI Clinical Coordinator consult and then meet with the Intern to determine a plan to remedy identified areas of concern. Quantitative assessment of learning outcomes also occurs with the Evaluation of Teaching Presentation, California State University, Chico Dietetic Internship

Case Study Presentation, and Counseling Skills forms. Finally, feedback from the DI Director and DI Clinical Coordinator is embedded in the DI Program. During the exit interviews, the DI Director and DI Clinical Coordinator review all competency forms with Interns to ensure all competencies are met and sign off the Intern from the DI Program.

An area of improvement recognized by the DI Director is the need for more coordination with the DI Clinical Coordinator in terms of SLO assessment data. The aforementioned evaluation tools and presentation forms are not evaluated and discussed by these two individuals but primarily by the DI Clinical Coordinator. Therefore, weekly meetings to discuss the agenda for the upcoming DI class and to review the evaluation tools, competency forms, and completed assignments is needed for better alignment between the DI Director and DI Clinical Coordinator. At the end of the Program, the DI Director and DI Clinical Coordinator will review all evaluation tools, summarize the information, and discuss the findings and plan of action for improvement as needed.

The rotation competency forms were revised by the DI Director/DI Clinical Coordinator in June 2017 to meet the 2017 ACEND Standards and will be implemented for the 2017-2018 DI class. Several CRDN's are new and learning activities to meet these competencies suggested by Advisory Board members at the 2016 meeting were incorporated. Further, the target measures were changed from 75% to 80% with the exception of 100% of Interns being AND members. Assessment data for the SLO's related to these new competencies will be collected and analyzed starting in 2017. These competencies include CRDN 1.6, 2.4, 2.11, 2.14, 2.15, 3.2 (the DI Clinical Coordinator has received training in the NFPA process), 3.5, and 4.10.

The competency forms continue to use the same scale to evaluate Intern performance: 1=lacks proficiency, 2=proficiency, and 3=mastery. All Interns must meet at least 2=proficiency on all competencies. Based on the ACEND 2017 Standards, a target measure of 80% was set for all competencies including the Nutrition Education Concentration competencies.

The five-year data compiled from the 2012/2013 to the 2016/2017 classes indicates that the majority of Interns met every competency at the 2=proficiency level and the vast majority demonstrated 3=mastery. Only one Intern received a 1= lacks proficiency on CRDN 3.1 (which was CRD 3.1 a-e at the time). The DI Director and the DI Clinical Coordinator talked with the Interns' Preceptor to discuss the concerns and a plan of action was implemented. It was decided that the facility in which the Intern was placed was not the right fit. The Intern was placed in another clinical facility that met the Interns need where she successfully completed her MNT competencies.

#### Required Element 6.3

Formal curriculum review must routinely occur and:

- a. Use results of Program evaluation and student learning assessment to determine strengths and areas for improvement;
- b. Include input from Interns and other stakeholder as appropriate;
- c. Include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education) or supervised practice sites are used to accomplish the same educational objectives; and
- d. Result in actions to maintain or improve Intern learning.

#### **Narrative:**

#### Ongoing Curriculum Review Process

As noted previously, the Department of Nutrition and Food Science holds an annual Advisory Board Meeting in the fall. DI Preceptors, Employers and Program Graduates serve on the Board and attend meetings. Time will be allocated at each meeting (including the September, 2017 meeting) to discuss Program curriculum, gather assessment data, and receive feedback on the strengths and areas of improvements for the DI Program. The mission goals and objectives of the DI Program will also be reviewed.

During the DI rotations, mid-rotation and final rotation evaluations are submitted by Interns and used to assess the curriculum and overall DI Program. The DI exit interview includes a summary of the strengths and areas for improvement of the DI Program as well as an assessment of their level of confidence in fulfilling each CDR (CRDN in 2017). Each Intern submits these evaluation tools.

#### Incorporation of Intern Feedback Regarding DI Curriculum

During the last three years, Intern feedback has been incorporated into the curriculum by adding didactic or supervised learning experiences. Intern feedback included more orientation time, more RDN Exam review practice, lack of confidence in the budgeting process and management skills as well as counseling and nutrition education skills, more MNT practice, professionalism, and better coordination between the DI Director and the DI Clinical Coordinator.

Intern feedback was incorporated into the didactic portion of the DI Program by increasing DI Orientation time and adding examples of activities that were used to fulfill competencies. Visual Veggies was purchased as an RDN Exam review resource and Interns completed the portion of the exam review relative to the rotation being completed. If Interns were in their Foodservice Administration rotation, the foodservice portion of the exam review was completed. The DI Director is sourcing other RDN Exam review resources. A foodservice management review is provided during the DI class and will focus on management skills and theory as well as financial management. More foodservice pre-rotation review will be provided during the summer by having Interns complete worksheets related to foodservice administration knowledge and skills. In addition, budgeting is reviewed by the Preceptor during the Foodservice Administration rotation. The DI Director is also requesting that Preceptors for the Foodservice Administration rotation spend additional time with the Interns to review budgeting principles and practice. The DI Director reviews management skills and theory with the Interns during the DI class. More MNT pre-rotation review will be provided during the summer by having Interns complete worksheets related to clinical nutrition knowledge and skills. The topic of professional behavior in the work setting has been expanded in the DI class and expectations of what constitutes professional behavior for an Intern is discussed. Preceptors have noted a significant improvement in professionalism among the Interns. To increase communication between the DI Director and the DI Clinical Coordinator, weekly meetings will be scheduled to discuss the DI class, any concerns with Interns, and evaluate the DI Program curriculums' strengths and area needing improvement.

Many Interns also completed DPD requirements through the Department of Nutrition and Food Science and are exposed to the above topics. As an example, the DI Director teaches Food Management classes and regularly incorporates material into the class that will be essential for completing the Foodservice Administration rotation. Lectures include topics such as management theory and functions, leadership, budgeting (including competing an extensive budgeting project), TJC, Title 22, HACCP (and project), etc. The fact that the Department has a continuity of learning across all Programs from the DPD, MS, to DI Program is a Program strength.

#### Curriculum Strengths and Areas for Improvement

The DI Director gathered Program assessment and SLO data from Graduate, Preceptor, and Employer surveys as well as Intern exit interviews, CRDN Summary Intern Evaluations forms, Mid-Rotation and Final Rotation Intern Evaluation forms, and rotation competency forms. The data was compiled and aggregated. Major themes from the qualitative data (surveys) were recorded and quantitative data scores calculated. This data was used to determine Program strengths and areas for improvement.

#### Curriculum Strengths and Actions Taken to Maintain DI Program Strengths

Responses from Preceptors expressed their satisfaction with Interns maturity, professionalism, and the fact that they are able to "hit the ground running". Preceptors also noted that Interns were technologically savvy. Further, Preceptors stated Interns have the ability to work independently. All Preceptors were willing to take more CSU, Chico DI in the future. The DI Program will continue to accept MS trained only Interns into the Program to provide quality Interns for Preceptors. Further, the DI Director and DI Clinical Coordinator will routinely gather data from Preceptors regarding the strength of the CSU, Chico DI.

Responses from Graduates stated that the DI Director and DI Clinical Coordinator were available for the Interns and demonstrated concern for their learning. They also stated the Preceptors were very professional, qualified, and demonstrated dedication to Intern learning. They also noted that the variety of Intern rotation sites provided a range of quality learning experiences. The DI Director and DI Clinical Coordinator will continue to make themselves available for Interns, create a safe environment for Interns to speak freely and openly without fear of retribution, and monitor their successes and challenges.

As the Employee response rate was low, responses were not included.

#### Curriculum Areas for Improvement and Actions Taken to Improve DI Program

An area of improvement noted by Graduates was the need for more Orientation instruction at the start of the DI Program. The DI Director and DI Clinical Coordinator expanded the Orientation in August incorporating more examples of activities that have been used previously to complete competencies.

Additional RDN Exam review was another area for improvement, specifically in the areas of MNT, food management, and nutrition education. Additional exam review time will be allocated during class to improve the confidence of Interns in these areas. Further, as CSU, Chico Interns are predominately MS Graduates, there is a gap of three years since they have reviewed these materials in a class setting. This can lead to Interns lack of confidence in their knowledge and skills in these areas. In response to this concern, the DI Director and DI Clinical Coordinator are increasing the pre-rotation review time specific to these areas.

Another area for improvement noted by graduates was the lack of communication between the DI Director and the DI Clinical Coordinator. Weekly meetings will be scheduled between the two DI Administrators to address this issue and provide consistency in the Program.

Preceptors noted a lack of confidence among Interns with writing PES statements. Additional practice with writing PES statements will be provided in class by the DI Clinical Coordinator to increase Intern confidence with writing PES statements.

Two other areas of improvement identified were the lack of a consistent Program evaluation process and limited sites with which to place Interns for their rotations. The DI Director, in conjunction with the DI Clinical Coordinator, will annually conduct a Program evaluation as required by ACEND. The process for this review has been described previously in this document. In terms of limited rotation sites, an ongoing goal of the Program is to increase the number of rotation sites throughout northern California. The DI Director will visit current contracted sites as well as potential future sites to develop relationships with Preceptors, maintain sites, and grow the Program. The Program has already increased their DI sites in the last three years and is confident this trend will continue.

As Employee response rate was low, responses were not included.

#### Comparability of Educational Experiences

A strength of the DI Program is that the Preceptors serve on the Advisory Board and most know each other professionally and personally being a smaller, rural community. While there may be some differences in specific activities that Interns complete to meet specific competencies at various facilities, Preceptors are involved with determining Program competencies and committed to providing Interns with comparable experiences. As an example, activities were suggested by Preceptors at the November, 2016 Advisory Board meeting and implemented into the new rotation competencies. Further, there is frequent communication between the Preceptors and DI Director and DI Clinical Coordinator and Preceptors are encouraged to contact Program Administrators regarding questions they may have regarding an activity to meet a competency. In addition, the three major assignments (the Case Study, Clinical CQI, and Menu Project) have standardized guidelines to follow regardless of facility placement. Major rotation objectives, rotation competencies, as well as other orientation materials, including the new DI Preceptor Handbook, shared with new Preceptors also contributes to comparability of experiences. The DI Director personally visits each new Preceptor and reviews DI Program materials with them, including the broadly written competency objectives and activities related to the specific rotation further ensuring comparability of experiences. Many of the DI Preceptors are Program Graduates, either at the BS or MS and RDN level and are highly committed to producing competent and confident entry-level dietitians. There is a qualitative aspect of the Program that cannot be fully appreciated by examining Likert scale data, but it is critical aspect of the Program. The DI Director or DI Clinical Coordinator can contact a Program Preceptor and without hesitation, they are willing to do what is needed to ensure Program success and advance the profession. The current DI Director has experienced this dedication many times while in this position and the relationship nurtured and trust built between the Preceptors and Program Administrators contribute greatly to the success of the Program. This trust allows for the flexibility needed by individual facilities to supervise Interns, without compromising Program integrity and thus assuring that all Interns receive a high quality and comparable Internship experience. In summary, the Preceptors who honor the CSU, Chico DI by precepting our Interns are qualified, well-educated, competent individuals who the DI Director implicitly trusts will provide learning activities that meet the rotation competencies based on the best interests of the Intern and that are relevant to the facility.

#### **Standard 7: Faculty and Preceptors**

The Program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice. Program faculty, including the Program director and preceptors, must show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, and research or other activities leading to professional growth in the advancement of their profession.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND required templates.

#### Required Element 7.1

The Program must provide evidence that qualified and credentialed, as appropriate, faculty and preceptors are sufficient to ensure implementation of the Program's curriculum and the achievement of the Program objectives and student learning outcomes.

#### **Narrative:**

#### Adequacy of Qualified and Credentialed Faculty and Preceptors

The number and expertise of Program faculty and Preceptors is adequate to meet DI Program goals. The DI Program Director, Joan Giampaoli, PhD, RDN, is responsible for administration of the Program as part of her duties as a faculty member in the department and receives 2 AWTU each semester in this position. Dr. Giampaoli is a tenure-track associate professor who has been employed in

the department since fall, 2014. The DI Director has had extensive experience teaching food management classes and has been employed in several foodservice operations. Further, Dr. Giampaoli has worked as a clinical dietitian in eating disorders. Dr. Giampaoli is also the adviser for the Nutrition Management option in the department. In this position, she advises new and continuing Nutrition Management students in their semester course scheduling and career planning. Dr. Giampaoli is currently the graduate adviser for four MS students guiding them through their graduate projects. Additionally, Dr. Giampaoli teaches courses in the undergraduate Program (Introduction to Foodservice Administration, Foodservice Procurement and Management, Equipment and Foodservice Systems) as well as an externship in the area of eating disorders. Further, Dr. Giampaoli conducts research and serves on department, college, and university committees.

The DI Clinical Coordinator, Lauren McNamara, MS, RDN is responsible for the day-to-day operation of the Program during the supervised practice rotations and leads the DI classes. Ms. McNamara receives 3 AWTU for this position. Ms. McNamara works as a clinical dietitian at Enloe Medical Center since September, 2015 and teaches classes at CSU, Chico (Community Nutrition and Health at Every Size) as a part-time instructor since August, 2014.

In summer 2017, the DI Director and the Chair of the NFSC Department discussed the DI Directors time allocation for administering the DI Program. It was determined that an additional 1 AWTU was needed for the DI Director to maintain the high quality of the Program, perform continuous Program review, as well as expanding rotation sites throughout northern California. The DI Director also expressed a desire to visit the rotation sites on an ongoing basis to develop and maintain Preceptor relationships and connect with the Interns during their supervised practice experience.

There are currently 35 supervising or “primary” Preceptors for the MNT, Foodservice Administration and Community Nutrition rotations associated with the DI Program. There are many additional RDNs at the various hospitals who also supervise Interns. All Preceptors in clinical facilities are RDNs and those supervising have extensive experience. Community Nutrition Preceptors are frequently RDN’s or have extensive professional experience in this area. Foodservice Administration Preceptor’s, if not RDNs, have credentials such as a School Nutrition Specialist (SNS) or Certified Dietary Manager (CDM) or have extensive experience in their field.

Preceptors are frequently RDNs and these RDNs precept in the MNT, foodservice administration, and community nutrition rotations. RDNs are required to obtain 75 CPEU every five years to remain current in their profession. In school foodservice rotations, being an RDN is not a requirement for precepting. However, school foodservice directors are mandated to obtain 12 CEU per year to remain current in their field. Further, the school foodservice directors chosen to precept have extensive experience in their position and are enthusiastic about taking Interns. All of these processes delineated above ensure faculty and preceptors are qualified for their roles in the Program.

#### Required Element 7.2

The requirements for Program faculty and preceptors must include:

- a. Program faculty (faculty within the academic unit), including the Program director, must meet the sponsoring organization’s criteria for appointment and have sufficient education in a field related to the subject in which they teach or must meet the institution’s policy for education and/or equivalent experience.
- b. Preceptors must have the education and experience needed to provide appropriate guidance for supervised practice experiences. Preceptors must be licensed, as appropriate to meet state and federal regulations, or credentialed, as needed, for the area in which they are supervising Interns.
- c. Program faculty, including the Program Director, and preceptors must show evidence of continued competence appropriate to their teaching or precepting responsibilities through professional work, graduate education, continuing education, scholarship/research or other activities leading to professional growth in the advancement of their profession.
- d. The Program must have a process for the periodic review, including input from Interns, of the effectiveness of faculty and preceptors.

#### **Narrative:**

#### Criteria for Appointment of Faculty and Preceptors

In addition to information in Required Element 7.1, there are additional criteria for selection of preceptors and rotation facilities. The DI Director and DI Clinical Coordinator identify new Preceptors through their community contacts or referrals from current Preceptors, Interns and Program Graduates. As an example, three school foodservice directors were recommended as Preceptors by Marsha Miller, MS, RDN, a Child Nutrition Consultant for the California Department of Education. Marsha Miller is a CSU, Chico graduate in NFSC and was previously the DI Clinical Coordinator. These individuals were recommended because they were considered top performing directors in northern California with much valuable experience to provide Interns. In some cases, new

Preceptors are identified as Program Graduates become employed in the north state. In order to be a supervising Preceptor, individuals must have at least one year experience post-credentialing. In many cases, supervisors have over 10 years of experience post-credentialing. Primary Preceptors must be willing to supervise Interns, complete evaluation tools throughout and at the end of the supervised practice rotations, participate in orientation activities, display excellent oral and written communication skills and be willing to serve at some point NFSC Advisory Board, DI specific.

In order for a facility to be considered for a supervised practice rotation site, they must meet the following minimum qualifications:

- Located in norther California
- In good standing with TJC and/or state of California (Title 22)
- Able to provide a variety of experiences to meet rotation competencies (e.g., Serve diverse populations with various conditions, perform aspects of the NCP)
- Does not use Interns to replace RDN position
- Must have at least one full-time RDN Preceptor to supervise Interns
- Must be licensed for at least 70 beds

#### Program Director, DI Clinical Coordinator, Faculty, and Preceptor Professional Growth Activities for Continued Competence

The DI Director attends the AND NDEP Area 1 meetings on an annual basis to stay abreast of current ACEND/CDR requirements and to network with other DPD/DI professionals. The Director also maintains AND membership and is a RDN. The DI Clinical Coordinator attends the Nutrition and Dietetic Educators and Practitioners (NDEP) Area 1 meeting at least twice every five years, is a clinical RDN, and maintains AND membership. The DI Director is also a member of the Foodservice Systems Management Education Council (FSMEC) and the School Nutrition Association and attends and presents at these meetings. The Program Director occasionally attends the RENFREW (for eating disorders) and Academy conferences. Additional groups for which the DI Director is a member include School Nutrition Services, Management in Food and Nutrition Services, Food and Culinary Professionals (DPG's) and NDEP and participates in professional development activities through these groups. The DI Director maintains an active research and scholarship Program that includes grant writing and publishing in peer reviewed journals. The DI Director, DI Clinical Coordinator, and Preceptors complete at least 75 hours of continuing professional education activities in order to maintain their credentialing through CDR. Further, the DI Director hosts a free, local one unit CPEU events annually as a "thank you" to Program Preceptors. Some Preceptors hold additional certificates/credentials such as SNS, CDE, CDM, and CNSD.

#### Preceptor Evaluation Process

Preceptor evaluation is an ongoing process. A strength of the Program is the fact that only one Intern at a time is in a facility or rotations. The Intern may work independently at times but is always supervised by a primary Preceptor who may interact with many other RDNs during the course of the supervised practice rotation. Interns also meet weekly, then biweekly with the DI Clinical Coordinator for the DI class. During this time, Interns are able to provide formal and informal evaluation of their supervision experience. The DI Clinical Coordinator also makes themselves available for private consultation with the Interns if they have supervision concerns they do not wish to discuss with other Interns. The DI Director frequently attends classes and it is apparent that the Interns feel safe in discussing concerns, asking questions, and sharing their rotation experiences. In addition, the Intern Evaluation of Rotations and the DI Exit Interview held with the DI Director and the DI Clinical Coordinator provide additional opportunities for Interns to evaluate their experience, which includes supervision by their primary Preceptor and other RDNs. The DI Director and DI Clinical Coordinator are able to evaluate Preceptor performance through in-person, e-mail, and phone communication throughout the year, as well as during the summer months and at the annual Advisory Board meetings. A strength of the DI Program is the primary Preceptors' commitment to excellence in their training of future dietetic professionals. This may be attributed at least in part to the fact that many are Program Graduates who have strong ties to the university and rural community in which they live and work.

The DI Director and DI Clinical Coordinator discuss Preceptor performance during the year and are grateful for the high level of commitment and professionalism modeled by each of them. In the future, Certificates of Appreciation will be given to Preceptors at the Advisory Board meetings in recognition of their support and dedication to the CSU, Chico Interns and the DI Program.

#### Faculty Evaluation Process

Evaluation of faculty is an ongoing process. All faculty are evaluated every semester using the Student Evaluation of Teaching (SET) instrument, a Standardized CSU, Chico form. The SET evaluates faculty in the areas of teaching, availability during office hours, faculty engagement of students, faculty contribution to student learning as example. Faculty members review the comments and

evaluate their strengths and areas for improvement as noted by the students. Each faculty member then develops a plan of action for maintaining strengths as well as addressing areas for improvement. During the faculty members periodic and performance reviews, which are conducted by a NFSC faculty sub-committee, the faculty member being evaluated addresses their plan of action. The committee suggests additional strategies for making improvements as well as maintaining strengths. Faculty are evaluated in three main areas during the periodic and performance reviews: teaching, professional development, and service.

In addition to the summative evaluation process described above, faculty regularly conduct formative evaluations during the semester to determine their effectiveness in class. This may include a “check for understanding” at the end of a class period, a written check-in by students (anonymous) detailing the strengths and areas of improvement for the class and the instructor teaching methods, as well as others. Faculty review these comments and make changes to class strategy as needed.

### Required Element 7.3

The orientation and training requirements for Program faculty and preceptors must include:

- a. New faculty members, instructors, preceptors and teaching assistants must be provided orientation to the mission, goals, objectives and educational philosophy of the nutrition and dietetics Program.
- b. Faculty members, preceptors, instructors and teaching assistants must receive feedback, and training as needed, based on Program evaluation and input from Interns.
- c. Program faculty members, preceptors, instructors and teaching assistants must receive training on the ACEND Standards and required knowledge and competencies.

### **Narrative:**

#### New Preceptor Orientation

As new primary Preceptors are identified, the DI Director meets with them to discuss rotation objectives and expected learning activities. The timeline for this activity generally occurs during the summer prior to the start of the new DI class. The rotation competencies and competency forms relevant to the Preceptors’ rotation (MNT, foodservice administration, community) as well as evaluation tools are provided and discussed with the Preceptors. All materials for each rotation are provided to Interns during the Orientation in early-to mid-August. The DI Director developed a Preceptor Handbook which was reviewed by the NFSC Department Chair and DI Preceptors.

At this time the DI Director, in conjunction with the Office of Procurement and Contract, is also working with Preceptors to identify the facility/agency individual responsible for signing a legal contract between the facility and CSU, Chico. The DI Director communicates with all parties involved to initiate this process. When questions arise about the contract, from either the University or the facility/agency, the DI Director addresses them.

The DI Director orients Preceptors to new Standards, revision of the competency forms, opportunities for continuing education, etc. as needed. Additional training/orientation is provided at the Advisory Board meetings.

#### New Faculty Orientation

A new DI Clinical Coordinator will be in place at the start of the 2017-2018 DI Class. The DI Director and past DI Clinical Coordinator will be responsible for training and acquainting the new DI Clinical Coordinator with all of the paperwork and processes related to the position prior to the start of the DI Class. The DI Director will review the mission, goals, objectives, and P&P of the DI Program as well as the responsibilities of the position. The DI Clinical Coordinator will review the day-to-day operations of the DI Program such as setting up for the DI Class, preparing the DI binders, communicating with Interns, etc.

#### Description and Timeline for Ongoing Training of Current Faculty and Preceptors Providing Supervised Practice

Ongoing training for current faculty and Preceptors occurs at the annual Advisory Board meeting in November. Updates and changes to the DI Program are discussed during the meeting, including the 2017 ACEND Standards, which were discussed at the last Advisory Board meeting. In addition, the DI Director offers a free, local one unit CPEU class for Preceptors in March as a “thank you” and a means for Preceptors to advance their knowledge and skills. As an example, in 2015 Deborah Geary-Hook, MS, RDN, provided a training on the HANDY charting system for RDN’s. In 2016, Michael Leister, from Abbott Pharmaceuticals, provided a training for RDNs on the NFPA process. This provided additional training to Preceptors on topics relevant to their facilities and the DI competencies. In 2017, the plan is to offer Preceptors a more hands-on training of the NFPA process conducted by Courtney Clark, MS, RDN, who received extensive training in this area.

### Ongoing Training Based on Preceptor, Faculty, and Intern Feedback

Preceptors and DI Faculty receive feedback from Interns based on the Intern Evaluation of Rotation form. They also receive feedback on the progress and effectiveness of the rotation experiences through reviewing the bi-weekly reports completed by the Interns. As an example of feedback initiating training, a few Interns perceived some of the Preceptors as not being supportive and, therefore, not providing the most effective rotation experience. The DI Director will have an open discussion with the Preceptors about what they believe are characteristics that make for a supportive and effective Preceptor. Further, DI Program faculty receive feedback regarding the DI Program from Interns through the Exit Interviews and the CRDN form completed by the graduating Interns as well as in class discussions. They also receive feedback from Preceptors regarding the DI Program through informal discussions or during the Advisory Board Meetings. An area Preceptors wanted further training was in the NFPA process. In November 2016, a CE event was hosted by NFSC for Preceptors that provided an overview of the NFPA process. In addition, the DI Director plans to provide a free 1 unit CE hands-on training in March for Preceptors in March providing greater detail of the implementation of the NFPA process.

### Training on ACEND Standards

Several opportunities exist for faculty and Preceptors to receive training on the 2017 ACEND Standards. At the November 2016 Advisory Board meeting in which faculty, Preceptors and graduate students were in attendance, The DI Director reviewed the new 2017 competencies and compared them with the 2012 competencies. New competencies were highlighted and a discussion held about strategies for activities to fulfill the competencies. The DI Clinical Coordinator reviewed the NFPA process. A copy of the new CRDN's were e-mailed to all Preceptors prior to the meeting. An electronic copy of the 2017 ACEND Standards and the CRDN's will be sent to Preceptors and reviewed with the DI Clinical Coordinator. The DI Director and DI Clinical Coordinator hold weekly meeting to discuss ACEND Standards as well as the DI Class.

### **Standard 8: Supervised Practice/Experiential Learning Sites**

The Program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet the competencies. The policies and procedures must address the selection and periodic evaluation of adequacy and appropriateness of facilities, to ensure that sites are able to provide supervised practice learning experiences compatible with the competencies that Interns are expected to achieve.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND required templates.

#### Required Element 8.1

Supervised practice site requirements:

- a. The institution/organization must establish policies that outline the issuance and maintenance of written affiliation agreements and the selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of supervised practice facilities.
- b. Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies.
- c. Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing Interns.
- d. The institution/organization must clarify in its policies any situation where affiliation agreements are not required (such as a site being part of the Program's organization).

#### **Narrative:**

#### Policies and Procedures Related to Facility Selection for Supervised Practice

Facilities must meet the following minimum qualifications to be considered for a supervised practice rotation:

1. Located in northern California
2. In good standing with The Joint Commission and/or State of California (Title 22)

3. Able to provide a variety of experiences to meet rotation competencies (e.g., serve diverse populations with various conditions, perform aspects of the nutrition care process)
  4. Does not use Intern to replace RDN position
- Additional requirements for MNT rotations:
5. Must have at least one full-time RDN Preceptor to supervise Intern
  6. Must be licensed for at least 70 beds

#### Evaluation of Facilities

The evaluation of adequacy and appropriateness of facilities is on-going and includes the following written policy and procedures:

1. DI Director and/or DI Coordinator will visit facility and meet on-site with supervising Preceptor at least once every year for the purpose of evaluating adequacy and appropriateness of rotation site
2. Supervising Preceptor or representative will attend DI Advisory Board Meeting at least once every three years
3. Interns will provide evaluation of facilities on Intern Evaluation of Rotation form, at DI Exit Interview, and through the Graduate Survey.

The DI Director is in the process of visiting and evaluating facilities used for MNT and Food Service Administration rotations. While Preceptors keep the DI Clinical Coordinator and DI Director informed of facility strengths and areas for improvement that may affect an Intern's experience, this time provided an excellent opportunity to tour of the facilities, clarify resources available, and gather information for the self-study report. The primary Preceptors and additional RDNs supervising Interns appreciated these visits and it was decided that the Program Director and/or Coordinator would make on-site visits at least once every year from now on. However, monthly communications with the Preceptor, Intern, and DI Director or DI Clinical Coordinator will occur to evaluate the Interns progress as well as serve as an evaluation of the sites appropriateness. The site visits will provide the DI Director and DI Clinical Coordinator with a better understanding of the range of experiences provided to the Interns. It was clear for example, that the smallest facility, St. Elizabeth Community Hospital in Red Bluff, would not be able to provide an adequate Food Service Administration rotation and thus Interns placed there for an MNT rotation will continue to complete the Administrative rotation at another facility such as Enloe Medical Center. In addition, it was noted that Oroville Hospital has an Extended Care Unit that future Interns will rotate through in order to gain LTC type experience. Overall, each primary MNT facility is adequate to provide a range of experiences but based on Preceptor feedback, the Program will continue to have Interns rotate to one other hospital during their MNT rotation in order to observe how different facilities integrate nutrition services into overall patient care, and how this affects RDN scope of practice.

#### Policy and Procedures for Maintaining Written Agreements with Facilities

The policy and procedures for maintaining written agreements between the Program and facilities/agencies/organizations providing supervised practice includes:

1. Before an Intern is placed with a facility/agency/organization, the DI Director will ensure that a Student Placement Agreement (SPA) is developed and signed by facility representative(s) and California State University, Chico representatives
2. When a new SPA is in place, the DI Director will inform the supervising Preceptor and the DI Clinical Coordinator that an Intern may begin supervised practice at the facility
3. Spreadsheet of SPAs will be compiled to ensure compliance of SPAs (the SPAs are active for five years)
4. The DI Director will review all SPAs annually (in the summer) in order to identify those with impending expiration dates and contact the Office of Procurement and Contracts to initiate the renewal process.
5. An SPA is not required for a rotation facility affiliated with CSU, Chico such as the Student Health Center.

*No International experiences are offered.*

*Affiliation agreements are required in all DI rotation sites.*

#### **Standard 9: Information to Prospective Students and the Public**

The Program must provide clear, consistent and accurate information about all Program requirements to prospective Interns and the public at large.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND required templates.

### Required Element 9.1

Program policies, procedures, practices, and materials related to Intern recruitment and admission must comply with state and federal laws and regulations.

#### **Narrative:**

#### Policies and Procedures for DI Program Recruitment and Admission

The DI Program participates in the pre-select process. As MS students are nearing the end of their coursework and making significant progress towards their research proposal, the DI Director sends an e-mail to all prospective MS students inviting them to apply to the Program. The Program brochure, invite letter, AND letter of recommendation form, and the release of information form are attached to the e-mail. The DI Director encourages interested students to call or meet in person if they have any questions about the application process or the Program.

The DI Program adheres to the California State University, Chico non-discrimination policy and does not discriminate on the basis of race, color, national origin, disability, sex, gender, or sexual orientation in its educational Programs or activities it conducts. Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and other federal and state laws prohibit such discrimination on any of the CSU campuses. This information is included in the DI Handbook and the DI Director is responsible for ensuring that applicant rights are protected. The DI Handbook is included in the DI Resource Manual provided to Interns at their rotation.

#### Admission Criteria

Students must have either MS research proposal signed off by their committee members and Graduate Coordinator (Dr. Keiko Goto) prior to the DI interviews. The interviews generally occur 2-3 weeks after application materials are due. Applicants are notified of the results within a month after the interview process. The policy requiring that CSU, Chico DI applicants have their proposal signed off prior to the DI interviews was implemented by Department faculty to: 1) reduce the risk MS students rushing through their research as the DI approached, and 2) promote MS student success by allowing ample time for them to complete their MS research prior to the start of the DI. Application criteria as identified on the DI Brochure includes:

A prospective Intern may apply to the Program while completing graduate level coursework at CSU, Chico. **All course work must be completed by the start of the DI with the exception the final draft of the thesis or professional paper, has been completed.**

Applications must include documentation of the following:

1. A **cover letter of application** addressing preparation for the Internship and how it relates to applicant's professional goals (one copy submitted as a hard copy with application packet and one copy submitted electronically to the DI Director);
2. A non-refundable **application fee of \$50.00** made payable to the Research Foundation;
3. A baccalaureate degree from an accredited institution (**official transcript from undergraduate degree granting institution**);
4. **Verification Statement** of completion of an ACEND accredited Didactic Program in Dietetics (DPD) within the past five years;
5. **Official transcript of graduate coursework** (minimum 3.0 GPA);
6. Confirmation from MS committee chair that graduate coursework will be completed by the start of the DI as well as significant progress toward completion of the professional paper, i.e., an **approved and signed research proposal** on file with the Graduate Coordinator;
7. **Three letters of recommendation** from previous or current employers or supervisors **on the form provided**. No more than one may be from a CSU, Chico NFSC professor. **These letters must have a release of information for letters of recommendation/reference attached.**
8. Resume including work experience in nutrition/dietetics including at least 40 hours of experience in an acute or long-term care type setting (**current resume**) (one copy submitted as a hard copy with application packet and one copy submitted electronically to the DI Director).

9. Please place all materials in a sealed manila envelope with your name written across the seal.
10. Submit your DI packet to Joan Giampaoli, DI Director, either in person or in her mailbox in Holt 326.

The past DI Director developed an application rubric that addresses these dimensions with input from other Program Directors, Department faculty, Preceptors, and the DI Clinical Coordinator. The DI Selection Committee, consisting of the DI Director, the DI Clinical Coordinator, Preceptors, and the Department Chair use this rubric to evaluate applicants and ensure admission procedures are equitably applied. Applications are ranked based on points earned in the rubric, and applicants meeting minimum qualifications are invited for an interview with the DI Selection Committee. Following the interviews, the Committee discusses the applicants and final decisions are made. The DI Director then contacts applicants regarding the Committee's decision. Applicants who were not accepted into the CSU, Chico DI are encouraged to call or meet with the DI Director to discuss the decision.

#### Required Element 9.2

All sources of information for prospective Interns and the public must provide current and consistent information and each information source must provide a reference to where full Program information can be found.

#### **Narrative:**

Information about the DI Program can be found on the website at [http://www.CSU.Chicohico.edu/nfsc/programs\\_nfsc/graduate/index.shtml](http://www.CSU.Chicohico.edu/nfsc/programs_nfsc/graduate/index.shtml) in the Graduate Handbook. In addition, information specific to the DI Program can be found at [www.CSU.Chicohico.edu/nfsc/Internship/index.shtml](http://www.CSU.Chicohico.edu/nfsc/Internship/index.shtml) in the DI Brochure.

#### Required Element 9.3

Information about the Program must be readily available to prospective Interns and the public via a website and must include at least the following:

- a. Accreditation status, including the full name, address, phone number, and website of ACEND on the Program's website homepage.
- b. Description of the Program, including Program's mission, goals and objectives.
- c. A statement that Program outcomes data are available upon request.
- d. Information about the requirements and process to become a registered dietitian nutritionist (RDNN), including education, supervised practice, passage on the RDNN credentialing exam and state certification/licensure, if applicable; and how the Program fits into the process.
- e. Cost to Intern, such as estimated expenses for travel, housing, books, liability insurance, medical exams, drug testing, background checks, verification of Intern identity (such as for distance learning), uniforms and other Program-specific costs/fees, in addition to application fees and tuition.
- f. Application and admission requirements for all pathways and tracks for which the Program is accredited.
- g. Academic and Program calendar or schedule.
- h. Graduation and Program completion requirements for all pathways and tracks for which the Program is accredited.
- i. Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.
- j. Computer matching information, if applicable.
- k. Guidance about distance education components, if applicable.
- l. If Interns are required to locate their own supervised practice sites and/or preceptors, requirements for this must be described.

#### **Narrative:**

##### Availability of Information

All information listed in Required Element 9.3 a-h is found in the DI Brochure posted on the Department of Nutrition and Food Science website at [www.CSU.Chicohico.edu/nfsc/Internship/index.shtml](http://www.CSU.Chicohico.edu/nfsc/Internship/index.shtml). The required DI Program information is also contained in California State University, Chico Dietetic Internship

the DI Handbook which is provided to Interns during orientation in their DI Binder. Prospective and current students and the public at large can access this website to learn more about the CSU, CHICO DI through the DI Brochure. Further, new and current MS Students are required to attend a Graduate Program Meeting at the beginning of each semester (facilitated by Dr. Keiko Goto), in which the DI Director informs the graduate students about the CSU, Chico DI Program. In addition, the DI Director sends out DI Invite letters to all MS students encouraging them to apply to the CSU, Chico DI if they meet application criteria. The requirements for admission to the DI Program are included as an attachment with the letter. Finally, the Graduate Handbook has a brief description of the CSU, Chico DI which all MS students receive at the beginning of their graduate Program. The DI Director is readily available to answer any questions about the DI Program to students and the public throughout the semester.

#### Ensuring Accuracy of Website

A committee reviews the website every few years and changes are made to make the website more user-friendly. Updates are made to the website each year to represent current faculty and requirement changes.

#### **Standard 10: Policies and Procedures**

The Program must have written policies and procedures that protect the rights of Interns and are consistent with current institutional practice.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND required templates.

#### Required Element 10.1

Programs are required to have policies and procedures for Program operations including:

- a. Admission Requirements: Programs must establish criteria to determine Intern potential for success in the Program.
- b. Intern Performance Monitoring: The Program's system of monitoring Intern performance must provide for the early detection of academic difficulty and must take into consideration professional and ethical behavior and academic integrity of the Intern.
- c. Intern Retention: Interns with minimal chances of success in the Program must be counseled into career paths that are appropriate to their ability.
- d. Supervised Practice Documentation: The Program must establish procedures for tracking individual Intern's supervised practice hours in professional work settings, simulation, case studies and role-playing. Hours granted for prior learning, if given, also should be documented.

#### **Narrative:**

##### Admission Requirements

To be admitted to the DI Program, the students must have a baccalaureate degree from an accredited institution; a **Verification Statement** of completion of an ACEND accredited Didactic Program in Dietetics (DPD) within the past five years; **Official transcript of graduate coursework** (minimum 3.0 GPA); Confirmation from MS committee chair that graduate coursework will be completed by the time the DI starts as well as significant progress toward completion of the professional paper (i.e., an **approved and signed research proposal** on file with the Graduate Coordinator Dr. Keiko Goto); and at least 40 hours work experience in an acute or long-term care type setting.

##### Intern Performance Monitoring

Intern performance is monitored through their biweekly logs that are submitted every two weeks during all rotations. The biweekly reports are submitted through Dropbox on Friday then as a hard copy in class the following Monday. These logs are reviewed by the DI Clinical Coordinator to verify all competencies and supervised practice hours are being met. In addition, the Preceptors submit a mid-term evaluation and a final evaluation of Interns during the rotations. If issues arise with Intern performance, the Preceptors are encouraged to speak to the DI Director and the DI Clinical Coordinator. If an Intern has issues in regards to their Preceptor or rotation site, the Intern is encouraged to talk with the DI Director and DI Clinical Coordinator. In either situation, every effort is made to resolve the problem and promote Intern success.

## Intern Retention

Every effort is made to help an Intern who is struggling in the DI Program succeed. If an Intern is struggling in a rotation, the DI Director and DI Clinical Coordinator will meet with the Intern to better understand the problem and find a solution. The DI Director, DI Clinical Coordinator, Intern, and Preceptor will develop a plan of action with specific requirements the Intern must meet to stay enrolled in the CSU, Chico DI. If the Intern does not meet these requirements, an alternate facility will be sought for the Intern to complete their rotation that may be better suited to their skill-level.

## Supervised Practice Documentation

Supervised practice hours are documented by the Interns on their biweekly logs as well as on a supervised practice hour's form in Dropbox (each Intern has their own separate and secure Dropbox file).

### Required Element 10.2

The following policies and procedures specific to nutrition and dietetics Programs must be provided to Interns, such as in a Program handbook or on a Program website. Programs offering tracks must document policies that differ between each track:

- a. Insurance requirements, including those for professional liability.
- b. Liability for safety in travel to or from assigned areas.
- c. Injury or illness while in a facility for supervised practice.
- d. Drug testing and criminal background checks, if required by the supervised practice facilities.
- e. Requirement that Interns doing supervised practice must not be used to replace employees.
- f. When Interns are paid compensation as part of the Program, policies must be in place to define the compensation practices.
- g. The process for filing and handling complaints about the Program from Interns and preceptors that includes recourse to an administrator other than the Program director and prevents retaliation. The Program must maintain a record of Intern complaints for a period of seven years, including the resolution of complaints.
- h. Process for submission of written complaints to ACEND related to Program noncompliance with ACEND accreditation Standards after all other options with the Program and institution have been exhausted.
- i. If the Program grants credit, supervised practice hours or direct assessment for Interns' prior learning, it must define procedures for evaluating equivalence of prior education or experience. Otherwise, the Program must indicate that it has no policy for assessing prior learning or competence.
- j. Formal assessment of Intern learning and regular reports of performance and progress.
- k. Program retention and remediation procedures; Interns must have access to remedial instruction such as tutorial support.
- l. Disciplinary/termination procedures.
- m. Graduation and/or Program completion requirements for all tracks and pathways including maximum amount of time allowed for completing Program requirements applicable at the time Intern enrolls.
- n. Verification statement requirements and procedures ensuring that all Interns completing requirements established by the Program receive verification statements.
- o. Programs using distance instruction and/or online testing must employ strategies to verify the identity of an Intern.
- p. Withdrawal and refund of tuition and fees, if applicable.
- q. Program schedule, vacations, holidays and leaves of absence.
- r. Protection of privacy of Intern information, including information used for identifying Interns in distance learning.

- s. Intern access to their own Intern file.
- t. Access to Intern support services, including health services, counseling and testing and financial aid resources.

**Narrative:**

Policies and Procedures Supplied to Interns

Written policies and procedures (P&P) are supplied to incoming Interns in the form of the DI Handbook (contained in the DI Resource Manual) during their DI orientation. The DI orientation is held two to three weeks before their first rotation. The DI Handbook covers information such as DI Program P&P, application process, admission assessment, program costs, retention and remediation procedures, and forms and evaluation tools necessary for Intern rotations. The DI Brochure is found on the NFSC website and details the application process, DI Program costs, and steps to becoming an RDN. Graduate students interested in applying to the CSU, Chico DI can use this resource as a preliminary overview of the P&P for the DI Program. As always, the DI Director is available to answer any questions.

Quality of Services Provided to Students

Interns are informed during their orientation and given reminders during their DI classes about the expectations for performance and professionalism during their DI. They are also informed that the DI Director and the DI Clinical Coordinator are always available to them for support if challenges occur during their DI. Further, the mid-term and final rotation evaluations provide insight if Interns are facing challenges during their DI. Preceptors are also encouraged to contact the DI Director and/or DI Clinical Coordinator regarding performance concerns of an Intern. Interns have given the DI Administrators high marks for availability and concern for Interns.

Filing and Handling Complaints Pertaining to the DI Program

Complaints from Interns or Preceptors have been successfully handled at the DI Director level. If further action is required, the steps are listed below.

*Handling Complaints from Interns*

The filing and handling of formal complaints from Interns will include a recourse to an administrator or other Program director and prevents retaliation. When a complaint is received from an Intern, the complaint will be discussed in detail with the Intern and DI Director. The next step will include the DI Director discussing the complaint with the Chair of the Department of Nutrition and Food Science (NFSC). When necessary, the situation will be discussed with the Dean of the College of Natural Sciences (NS). If necessary, a meeting will be held between the DI Director, the Intern, and the Chair of NFSC. Each step in the complaint process will be documented and will culminate in a written summary and action plan.

*Handling Complaints from Preceptors*

The filing and handling of formal complaints from Preceptors will include a recourse to an administrator or other Program director and prevents retaliation. When a Preceptor presents a complaint, the complaint will be discussed in detail with the Intern and DI Director. The Preceptor will be apprised of the steps discussed to remedy the situation in a written format. The next step will include the DI Director discussing the complaint with the Chair of the Department of Nutrition and Food Science (NFSC). When necessary, the situation will be discussed with the Dean of the College of Natural Sciences (NS). If necessary, a meeting will be held between the DI Director, the Intern, the Preceptor, and the Chair of NFSC. Each step in the complaint process will be documented and will culminate in a written summary and action plan.

*Handling of Complaints to ACEND about Program Noncompliance*

The DI Director makes every effort to ensure the DI Program is in compliance with ACEND Standards. However, if an Intern or Preceptor wishes to submit a complaint about the Program and all other options have been exhausted, the process for doing so is outlined in the ACEND Policy and Procedure Manual. The link to the manual is found at:

<http://www.eatrightpro.org/~media/eatrightpro%20files/acend/acend-policy-procedure-manual.ashx>

Pages 53 and 54 detail the procedures for submitting complaints to ACEND.

*No complaints have been filed against the CSU, Chico DI Program in the past seven years to the current DI Directors' knowledge.*

*Credit for prior learning is not granted through the CSU, Chico DI Program.*

*International rotation experiences are not provided through the CSU, Chico DI Program.*

**SELF-STUDY REPORT  
APPENDICES  
California State University, Chico Dietetic Internship  
Nutrition and Dietetics Internship Program Using DI Standards**