

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

Introduction

Instructions for this section:

Refer to the Guidance Information for the ACEND Accreditation Standards for the Accreditation Standards under which you are seeking accreditation (see www.eatright.org/acend) when completing this self-study. The Accreditation Standards, Guidance Information and Templates are available on the ACEND website, www.eatright.org/acend, and include the following:

- Accreditation Standards and Required Elements by program type
- Guidance Information for the Accreditation Standards which describes the
 - Narrative to support achievement of each standard and required element
 - Required evidence and templates to upload to demonstrate achievement of each standard and required element
 - Required onsite evidence to demonstrate achievement of each standard and required element
 - Other important accreditation information, such as a Glossary of Terms
- Templates to document program's plans and evidence of compliance for specific required elements

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 students, faculty, preceptors, staff, administrators and a range of other stakeholders, such as patients, practitioners and employers.
- Knowledge of the Self-Study Report - Students, 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. Required templates are uploaded.
- 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.

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Briefly 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.

Program Response:

Text input answer:

Executive Summary of the Program

The San Francisco State University (SFSU) Dietetic Internship (DI) Program started as an Approved Pre-Professional Practice Program in Dietetics in 1991. It is recognized as an academic Graduate Certificate Program at the university as well as a Dietetic Internship Program. The sponsoring institution is San Francisco State University, an urban campus with a diverse student population of almost 30,000 students. SFSU is 1 of 23 campuses in the California State University system. The University offers 77 different undergraduate and graduate degrees. The DI program is housed within the Family Interiors Nutrition & Apparel Department (formerly Consumer & Family Studies/Dietetics Department) in the College of Health & Social Sciences. In 2008, due to the State of California's budget crisis, financial management of the DI program was transferred from being a state-supported program to San Francisco State University's College of Extended Learning. Tuition was increased to allow the program to be self-supporting. Tuition for the program had been stable at \$12,000 since 2013. However, tuition was increased to \$13,200 in 2017 due to increased faculty salary costs and increased administrative costs charged by the College of Extended Learning.

The SFSU DI program provides both graduate-level coursework and supervised practice experiences focused on clinical, management, and community nutrition practice experiences to prepare interns for entry-level work as registered dietitians. Rotations take place in hospitals, skilled nursing facilities, schools, public health departments, health clinics, and community organizations such as food banks, non-profits, and organizations such as the American Heart Association. These facilities are located throughout the greater San Francisco Bay Area and provide services to ethnically and socioeconomically diverse populations.

The SFSU DI program utilizes graduate level coursework to augment and support supervised practice rotations. Interns use the knowledge they gain in class, and apply it in their rotations. Additionally, interns share their rotation experiences in the classroom through presentations and discussion with faculty and their fellow interns. Since the program's inception, internship rotations and classes were conducted in tandem, during the Fall and Spring academic semesters. In 2014, the program was restructured to move approximately 20% of the coursework to the summer, thus extending the program from nine months to eleven months. This provides interns with didactic content prior to internship rotations, which increases their preparedness, as well as better distributes the workload. This has proven to be beneficial in terms of supporting the focus and drive of the interns as they can concentrate more on their rotations as they have fewer course assignments required during rotations.

Course content is taught via lecture, small group activity, discussion, guest speakers, actual case study presentations from the interns' supervised practice rotations, research papers, and other intern presentations. Culminating experiences and major requirements for successful program completion include a major case study presentation, a research paper, and two-weeks of staff relief coverage in a clinical setting.

A strength of the program is its stable core of highly committed faculty, each with significant and diverse qualifications. Other strengths of the program include a strong core of preceptors, interns' overall satisfaction with the program and with preceptors per program post-completion surveys, and a 95% RD exam first-time pass rate and a 100% one-year post completion RD exam pass rate. Challenges include the constant need to obtain and maintain an adequate number of quality preceptors and practice sites to provide the best-supervised practice experiences for all interns, significant administrative requirements to maintain accreditation, and assessing achievement of Student Learning Outcomes. For interns, the high cost of tuition and the high cost of living in the San Francisco Bay Area are of concern.

Preceptors and facilities change from year to year. However, approximately 80% or more are consistent from year to year. Some preceptors may ask for a year off and then return the following year. The program director is constantly recruiting new preceptors who can provide strong and relevant experiences for interns. Hospital clinical rotations are the most difficult rotations to obtain and finalize because of the length of the rotation (a minimum of 16 weeks), their many contractual and onboarding requirements, and staffing issues.

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

Program Response:

Text input answer:

The self-study process was completed primarily by the program director, with support and feedback from department faculty and the department chair. Feedback for this self-study was also received from the Dean and Associate Dean of the College of Health & Social Sciences and the Dean of Undergraduate Education and Academic Planning. The program director continuously gathers data from each intern class cohort with ongoing evaluation forms being submitted throughout the year from both preceptors and from interns, as well as grades on specific assignments, case studies, and papers from dietetics faculty. Post program completion surveys from interns who just finished the program, 1-year alumni surveys, and employer surveys are sent out annually and results are collected and analyzed accordingly. Preceptor feedback regarding the internship program is solicited via survey, informal conversations, and other communications. The program director also seeks feedback and discussion regarding changes and direction for the program from other California State University and University of California DPD and DI program directors.

Attach signed Introduction Summary and Signature Page form (see www.eatright.org/acend).

Program Response:

Files uploaded for this question:

[SFSU DI Self Study Signature Page.pdf](#)

2017 Accreditation Standard 1 Program Characteristics and Resources (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

All programs applying for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) must meet requirements including quality-assurance or oversight by other agencies, organizational structure, financial stability, sufficient resources, the awarding of degrees and/or verification statements, program length and program management.

Instructions for this section:

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

Required Element 1.1 (DI)

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: Be legally organized and authorized to conduct business by the appropriate state agency for a minimum of five years; Be in compliance with all local, state and federal laws and regulations; 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; and Have an entity external to the program that provides oversight for the program's operations.

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In your narrative for this Required Element:

Explain how the organization is in compliance with this required element.

State the U.S. accrediting or licensing body or organization providing oversight.

Describe the impact, if any, of the current status of the program, if the organization/institution is out of compliance with their oversight agency.

Program Response:

Text input answer:

Please refer to Appendix 1.1 WASC Accreditation Letter

During the multi-year review process, the University demonstrated to the Western Association of Schools and Colleges (WASC) the work done to maintain a strong curriculum, foster student success and further its institutional mission. In March of 2013, a review committee from WASC visited the campus to meet with students, faculty and staff and learn about the University's programs.

After their WASC campus visit and document review, The WASC Accrediting Commission for Senior Colleges and Universities praised the progress made on the three themes chosen for emphasis during the review – social justice and civic engagement, the changing university, and student success – as well as the University's collaboration and focus during the review process. The DI program does reflect these themes through intern engagement in the community with a focus on improving health and well-being in a diverse socioeconomic population, graduate-level coursework that supports the supervised practice experiences, and a committed faculty focused on supporting student success.

In particular, the Commission commended the University for maintaining the quality of its academic programs during the budget crisis and for its steady increase in graduation rates, especially among minority students. The WASC team also described San Francisco State University as "the gold standard in its commitment to diversity as an intellectual, and talent resource" and noted the University's renewed for incorporating social justice and civic engagement into all aspects of campus life. "Despite many challenges, SF State has not wavered from its commitment to provide a quality education to all and to serve as a leader in diversity, social justice and civic engagement," said President Leslie E. Wong.

One area for follow up review will be across the University in all courses, to show how Student Learning Outcomes' assessment are related to Program Learning Outcomes, and that these are present in course syllabi. The WASC accreditation approval was for 10 years with the next visit occurring in 2023. This year, WASC completed a 5-year interim review. Overall, the team gave a favorable report. The WASC team did provide feedback that all syllabi should include Student Learning Outcomes. Formal guidelines for fall syllabi have been forwarded to all Colleges and Departments to be reviewed by all faculty. The University will conduct an audit of all course syllabi in the Fall 2018 semester to address this.

Required Element 1.2 (DI)

The program must be integrated within the administrative structure of the sponsoring organization, as evidenced by an organization chart showing the relationship of the nutrition and dietetics internship program to other programs/services.

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In your narrative for this Required Element:

Describe the administrative structure of the institution/organization and where the program is housed.

Program Response:

Text input answer:

Please refer to Appendix 1.2 Organizational Chart SFSU CHSS FINA

The SFSU Dietetic Internship Program is housed within the Family Interiors Nutrition & Dietetics Department (FINA), which has four undergraduate programs, a master's degree, and the dietetic internship, which is a graduate certificate program. The FINA Department is a department within the College of Health & Social Sciences (CHSS), one of the six colleges that make up San Francisco State University. Financially, the program is administered through the College of Extended Learning (CEL), but the program is considered an academic certificate program within the FINA department, CHSS, and SFSU.

Required Element 1.3 (CP, DI, DPD, DPD/ISPP)

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 pathways (such as Individualized Supervised Practice Pathway) or tracks (such as distance, part-time/full-time, undergraduate/graduate) 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 student outcomes.
- b. The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.

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In your narrative for this Required Element:

Explain the adequacy of the administrative, technical and IT support, financial, physical facilities, learning resources and support services resources in meeting the needs of all program tracks/pathways and producing the desired outcomes.

Describe the process used to determine budgetary needs that are tied to the short- and long-term strategies to achieve program goals and objectives.

State the maximum enrollment for which the program is seeking accreditation, and explain how these enrollment numbers ensure quality, viability and appropriate use of resources of the program. Include enrollment maximums for tracks/pathways, if applicable.

Program Response:

Text input answer:

The Department Chair is very supportive of the program and works with the program director, CHSS, CEL, and other university administrators to ensure adequate budget and support for the program. Since student tuition is determined by the program's budgetary needs, and tuition has been increased on an as-needed basis, there is adequate financial support. Tuition provides for the salaries of the faculty member who teach in the program. The FINA Administrative Analyst/Specialist's salary is partially supported by the program's budget. The Administrative Analyst provides extensive administrative support to the program and the program director with regards to inputting courses, admitting students, completing paperwork and logistics for honorariums, supplies, and other expenses, helps to post program information onto the FINA department website, directs student assistants who also provide administrative support, and a myriad of other administrative duties. The program uses the FINA department classrooms for courses. All supervised practice rotations take place off campus. The interns have been invited to participate in an interdisciplinary standardized patient exercise at the University of California, San Francisco for the last three years. CHSS provides technical and IT support for more complex requests. The program and program director are well supported in these areas and there are not shortfalls at this time that negatively impact program quality.

Application fees are utilized to pay for the program director's mileage expenses to visit supervised practice sites, program director's travel and registration expenses for the Nutrition and Dietetic Educators and Practitioners (NDEP) annual meeting, honorariums, and for the annual graduation/preceptor appreciation luncheon.

The program is self-supporting. Student tuition and program application fees pay for all direct costs of administering the program including the appropriate percentage of the program director and faculty's salaries and benefits, a portion of the Administrative Analyst's and student assistants' salaries, supplies, resources, the graduation/preceptor appreciation luncheon, the program director's NDEP meeting registration and expenses, and student malpractice insurance. The University pays for ACEND accreditation fees and site visit fees.

Prior to 2009, California State University General Fund supported the program, and students paid state-supported undergraduate tuition. Because of a California budget crisis, the program was converted to self-support and tuition fees and application fees had to be adequate to support and sustain the program. The program remained in the Consumer & Family Studies/Dietetics Department (now the Family Interiors Nutrition & Apparel Department) within the College of Health & Social Sciences (CHSS) but the management of tuition monies was transferred to The College of Extended Learning (CEL), which charged a percentage of the tuition monies for their services. In the last 10 years, the tuition for the program has increased from \$9700 to \$13,200 primarily due to increased salary/benefit costs for faculty and increased percentage due to CEL. The program director, FINA Department Chair, and the Administrative Analyst work with CHSS and the CEL to determine the budget. The tuition and the application fees must be adequate to pay for all direct costs of the program. Tuition and fees have been adequate to support program goals and objectives.

The current maximum enrollment is 14 interns per cohort. When the program became self-supporting in 2008, the cohort was increased from 10 to 12 to try to keep the tuition lower. In 2011, costs of administering the program increased, and the cohort was increased to 14 to keep tuition reasonable. The current cohort is 14 and it is expected to remain at 14 as supervised practice sites are limited due to increased competition for sites from a new local internship program and distance programs. The program director is able to provide quality supervised practice experiences to interns with a cohort of 14. The program is self-supported through tuition and application fees. These monies ensure that adequate faculty and resources are available to ensure program success.

Required Element 1.4 (DI)

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.

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In your narrative for this Required Element:

Describe completion requirements for receipt of verification statement. Information should be provided separately for each track or pathway offered

Describe how program assures that those admitted to the program have completed an ACEND accredited DPD or FDE program and hold at least a bachelor's degree granted by a U.S. regionally accredited college/university or foreign equivalent.

Provide information separately for each track or pathway offered.

If program offers graduate credit or a degree, state whether verification statement is linked to completion of graduate credit or degree.

Program Response:

Text input answer:

Please refer to Appendix 1.4a Admissions Criteria (which can be found at http://fina.sfsu.edu/sites/default/files/Graduate%20Certificate%20in%20Dietetics%20Admission%20Criteria_.pdf)

Please refer to Appendix 1.4b Certificate in Dietetics Overview, Program Completion Requirements (which can be found at http://fina.sfsu.edu/sites/default/files/Graduate%20Certificate%20in%20Dietetics%20Overview%20and%20General%20Information%20_2.pdf)

To receive a dietetic internship verification statement, students must complete assigned rotations in clinical, management, community, and elective rotations, receive satisfactory evaluations from preceptors, complete two-weeks of staff relief in their clinical rotation, complete all four graduate courses with a minimum of a C grade in each course and an overall GPA of a 3.0, and all the required assignments, reports, case studies, and presentations required as per the Checklist for DI Program Completion. Once these requirements are met, the program director will issue a verification statement and submit the student to the Commission on Dietetic Registration (CDR) for RD exam eligibility. Students meeting all these requirements will also have completed the Graduate Certificate in Dietetics issued by the University.

Students are required to provide the program director with a valid DPD verification statement and a bachelor's or higher degree-conferring transcript before starting supervised practice rotations in August. In rare cases where the student was previously enrolled in a late spring or summer class/program and an official degree-conferring transcript and verification statement are not available by the inception of rotations in August, the program director may elect to allow the student to begin rotations with an unofficial transcript showing completion of all degree requirements and a letter from the DPD director stating that the student has completed all DPD and degree required coursework. The student must provide the final transcript and verification statement by September to continue in the internship.

Required Element 1.5 (CP, DI, DPD, DPD/ISPP)

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.

- a. Institutional policies related to faculty roles and 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: Have earned at least a master's degree; Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration; Have a minimum of three years professional experience post credentialing; 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 Not direct another ACEND-accredited nutrition and dietetics education program.
- c. The program director responsibilities must include, but are not limited to: 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; 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 students (such as program admission, retention and completion policies); Student recruitment, advisement, evaluation and counseling; Maintenance of program accreditation, including: Timely submission of fees, reports and requests for major program changes; Maintenance of the program's student records, including student advising plans and verification statements; Maintenance of complaints about the program received from students or others, including disposition of the complaint; On-going review of program's curriculum to meet the accreditation standards; Communication and coordination with program faculty, preceptors and others involved with the program; Facilitation of processes for continuous program evaluation and student learning outcomes assessment and Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration (CDR) credentialing exam.

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In your narrative for this Required Element:

Describe how institutional policies related to faculty roles and 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.

Describe the program director's credentials and how the director meets the ACEND requirements for the program director position.

Describe the authority and responsibility the director has to manage the program and how the program director's listed responsibilities are achieved.

Program Response:

Text input answer:

Please refer to Appendix 1.5a DI Program Director Position Description

The program director has a .7 workload to direct the DI program and manage supervised practice placements. Additionally, The DI Director teaches at least one 3-unit academic course per semester, resulting in a .9 time base. There is adequate time for the DI Director to manage the DI Program with this workload. The director is available year-round, including summer and holidays. In the event the program director is not available via e-mail or cell, the program director will leave instructions and directions for a fellow faculty member and the Administrative Analyst.

Please refer to Appendix 1.5b Siu-Chan CDR RD Credential

Please refer to Appendix 1.5c Siu-Chan CV

Wanda Siu-Chan, MS, RD has been an RD since 1990. Ms. Siu-Chan is a Registered Dietitian through the Commission on Dietetics Registration (#802219). She has been an active member of the Academy of Nutrition and Dietetics since 1990 and has held multiple leadership positions at both the local and state level. She completed her B.S. in Nutrition and Clinical Dietetics and her internship through the Coordinated Undergraduate Program at the University of California, Berkeley, and her M.S. in Human Nutrition from the University of New Haven. Ms. Siu-Chan has over 13 years of experience (not including dietetics education) in the field of dietetics including inpatient and outpatient clinical care, clinical nutrition management, diabetes education, homecare, and health program management. She has been the SFSU DI program director and on the SFSU faculty since 2007 (and for three years prior).

The program director oversees all aspects of administering the dietetic internship program including accreditation requirements, admissions, intern placement, obtaining contracts between supervised practice sites and the university, communicating with faculty and preceptors on individual intern progress, reviewing and compiling evaluation forms, surveys, and grades for accreditation requirements, and coordinating courses including ensuring SLOs are met and scheduling. The dietetics faculty, the FINA Department Chair, the administrative analyst, and the preceptors are all supportive in helping the program director meet these requirements.

The Program Director has the authority and responsibility for administering the DI program, with support from the faculty who teach the DI courses, the Academic Analyst/Specialist, the FINA Department Chair, and the preceptors. The Program Director is fairly autonomous with regards to ensuring that the requirements of the position are met. The Program Director spends a great deal of time communicating with those that impact or are impacted by the internship including interns, faculty, alumni, Department Chair, Administrative Analyst, student assistants, preceptors, guest speakers, legal department (for affiliation agreements), other DI and DPD program directors, ACEND, CEL, CHSS and others in order to manage the program and ensure a quality experience for the interns.

Required Element 1.6 (DI)

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.

- 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.
- 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.
- The program must schedule supervised practice experiences full-time, part-time, or both, to be completed generally within a two-year period.

In your narrative for this Required Element:

State the program length in months and the number of supervised practice hours for each track (such as remote, onsite/distance, part-time/full-time, degree/non-degree, verification-only) and/or pathway (such as Individualized Supervised Practice Pathway).

Briefly describe the rationale for the program length (considering learning activities that students must accomplish, required hours of supervised practice (if applicable) and mandates from the program's administration or state legislation).

Describe all tracks/pathways for which the program is requesting accreditation and the variation among tracks/pathways such as baccalaureate, graduate, on-campus, distance education, supervised practice for didactic program graduates, certificate, degree, part-time, full-time.

Describe planned international experiences available for students/interns, total supervised practice hours provided internationally, and country in which experiences will occur.

Describe alternate supervised practice hours required and how they are equivalent to supervised practice.

Program Response:

Text input answer:

Please refer to Appendix 1.6 Planned Supervised Practice Hours

The program has one track, Medical Nutrition Therapy which is full-time. In post program completion surveys from 2014 and prior to that, graduates provided feedback that the quantity of coursework required in two semesters was overwhelming and detracted from their supervised practice experiences. In response to this, starting with the 2014-2015 cohort, summer classes were added. This would spread the required coursework out from 9 months to 11 months. The expected program completion time is currently 11 months, with enrollment required for R3 Summer session, Fall semester, and Spring semester, which means the program runs from mid-July to early/mid June the following year. Interns are scheduled for 1212 hours of supervised practice to meet ACEND requirements.

Interns are expected to complete four graduate level courses and 1212 hours of supervised practice. Courses run throughout the whole 11 month program, from mid-July to end of May the following year. In the courses, interns are required to take exams, submit research papers, as well as complete assignments based on their supervised practice experiences such as inservices, reports, and case studies. The 1212 hours are scheduled by the Program Director to meet ACEND guidelines and to provide interns with experiences in management, community nutrition, and medical nutrition therapy. Supervised practice rotations are for 38 weeks with a minimum of 32 hours per week (Tues-Friday).

There is one track/pathway for which the program is requesting re-accreditation which is the Medical Nutrition Therapy track. This is the Graduate Certificate in Dietetics/Dietetic Internship Program. This is a full-time program. Upon successful completion of all coursework and supervised practice requirements, interns will receive the SFSU Graduate Certificate in Dietetics and a DI Verification Statement.

The program does not provide international experience.

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Required Element 1.7 (DI)

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.

In your narrative for this Required Element:

Discuss the status of USDE audits, reviews and default rates, if applicable.

Program Response:

Text input answer:

Because of the small size of the program and small numbers of students who use federal financial aid, the USDE provided template, which is required to be posted on the program's website, does not post some student data in order to protect student privacy. This gainful employment information is updated and posted annually, as per USDE requirements. The gainful employment data can be found on the on the SFSU Dietetic Internship website at: <http://fina.sfsu.edu/gainfulemployment>

The program has not been notified of defaults. The program size and number of students that use federal financial aid is low so the information published is limited to protect student privacy.

2017 Accreditation Standard 2 Consortia (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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.

Instructions for this section:

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

Required Element 2.1 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The consortium must consider itself a single education program.

In your narrative for this Required Element:

Describe the program consortium and the relationship of each member to the program consortium (refer to organization chart in Required Element 1.2).

Program Response:

Text input answer:

N/A - The Program is not part of a consortium.

Required Element 2.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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.

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In your narrative for this Required Element:

Describe the formal agreement between organizations in the program consortium including financial and other resource contributions of each member.

Program Response:

Text input answer:

N/A - The Program is not part of a consortium.

Required Element 2.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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

In your narrative for this Required Element:

Identify the individual who serves as the consortium program director.

Program Response:

Text input answer:

N/A - The Program is not part of a consortium.

Required Element 2.4 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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.

In your narrative for this Required Element:

Describe each coordinator and employment status of each coordinator with the member institution.

Program Response:

Text input answer:

N/A - The Program is not part of a consortium.

Required Element 2.5 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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

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In your narrative for this Required Element:

Describe the relationship of each coordinator to the consortium program director.

Program Response:

Text input answer:

N/A - The Program is not part of a consortium.

2017 Accreditation Standard 3 Program Mission, Goals and Objectives (CP, DI, DPD/ISPP, IDE)

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

Instructions for this section:

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

Required Element 3.1 (CP, DI, DPD/ISPP, IDE)

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.

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In your narrative for this Required Element:

Provide the mission statements for the institution, the college and/or department in which the program resides and the program, itself.

Analyze the congruence of the program's mission statement with the institution, college and/or department missions.

Provide explanation if the mission has changed during the accreditation cycle; may reference evidence provided for Standard 4 [Not applicable to programs applying for candidacy]

Program Response:

Text input answer:

The mission of the San Francisco State University Dietetic Internship is to provide a high-quality program that prepares interns in the areas of medical nutrition therapy (concentration), community nutrition, and management. Upon completion of the program, interns will be prepared for entry-level work as dietitians to provide services to individuals, families, consumers and the institutions, industries and businesses serving them in the Greater San Francisco Bay Area.

The program's mission statement aligns with the university's regarding providing a high-quality program that incorporates extensive community engagement, prepares individuals to be productive individuals, and is comprehensive, rigorous, and integrated. While the program's mission does not specifically mention social justice or diversity as per the university's mission statement, these values are a critical part of the internship. Most of the community nutrition rotations are focused on improving the nutritional status and well-being of underprivileged individuals and groups such as low-income seniors, the homeless, individuals and families on SNAP (food stamps), and children who are eligible for free or reduced-cost school meals. Many of the hospitals, skilled nursing facilities, dialysis centers, and clinics used for supervised practice MNT rotations serve largely MediCal, Medicare, and uninsured/underinsured patients and clients. In a culturally diverse location such as the San Francisco Bay Area, interns have many opportunities to work with diverse populations. The internship program does give slight preference to applicants who have second language skills, especially Spanish, Chinese, and Vietnamese as these are common languages spoken in some of our communities and these language skills are highly preferred by preceptors.

The program's mission statement aligns with the College's mission to prepare students to address issues that impact well-being such as general nutrition, prevention and treatment of acute and chronic diseases, and reducing the impact of health disparities. This is central to program's mission focused on preparing students in the areas of MNT, community nutrition, and management. In addition, because of the nature of an internship program, students learn through various methods including typical didactic instruction, supervised practice, case studies, role-playing, and writing and presenting. While the program's mission does not specifically mention social justice or equity, as mentioned above, many supervised practice rotations work with underprivileged individuals and communities.

The program's mission aligns well with the FINA Department's mission, with a focus on an integrative approach addressing contemporary MNT, community nutrition, and management issues and approaches specifically related to food and nutrition and how they affect populations that dietitians typically serve and work with. Through varied supervised practice experiences, students learn about what these issues are in hospitals, clinics, public health departments, and other organizations and see, learn, and innovate ways to address these issues.

Required Element 3.2 (CP, DI, DPD/ISPP, IDE)

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

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In your narrative for this Required Element:

State your program goals.

Discuss how the goals support the program's mission.

Note: Provide program goals that are well constructed (i.e. are specific, measurable, attainable, realistic, time related) and generally stated in terms of the impact of the program on graduates and their contributions to the nutrition and dietetics profession. Avoid having student learning objectives or management plans (i.e., action plans for running the program on a day-to-day basis) as program goals. A program can have more than two goals.

Program Response:

Text input answer:

SFSU DI Program Goals

Goal 1: The DI Program will provide a positive learning experience for its interns.

Goal 2: The DI Program will successfully prepare interns for entry-level practice as Registered Dietitians.

Goal 3: The DI Program will prepare interns for dietetics employment in the Greater San Francisco Bay Area.

The goals support the program's mission by evaluating quality with regards to a positive learning experience, successful preparation of interns for entry-level practice, and having program graduates work in the Greater San Francisco Bay Area to help improve the health and wellbeing of those who live here.

SFSU DI Program Goals and Objectives

Goal 1: The DI Program will provide a positive learning experience for its interns.

Objective 1: Over a 5-year period, 80% of interns will rate preceptors and rotations as excellent or very good.

Objective 2: Over a 5-year period, at least 90% of interns for each internship class will rate the program as excellent or very good.

Goal 2: The DI Program will successfully prepare interns for entry-level practice as Registered Dietitians.

Objective 1: Over a 5-year period, 90% of enrolled interns will complete the internship and all its requirements within 15 months of starting the program (standard completion time is 11 months).

Objective 2: Over a 5-year period, the pass rate of first-time test takers on the RD registration examination will be at least 80%, and 95% of interns will pass the exam within 1-year of program completion.

Objective 3: 95% of program graduates will take the RD/RDN CDR credentialing exam for dietitian nutritionists within 12 months of program completion.

Objective 4: Over a 5-year period, of graduates who sought employment, 50% will be employed within 3 months of program completion (and after starting job search) in nutrition and dietetics or related fields, and 95% within 1 year

Objective 5: Over a 5-year period, 80% of employers of DI graduates will consider them to be prepared for employment.

Goal 3: The DI Program will prepare interns for dietetics employment in the Greater San Francisco Bay Area.

Objective 1: Over a 5-year period, at least 80% of graduates will be employed in nutrition and dietetics located in the greater San Francisco Bay Area one year after program completion.

The above targets measure interns' satisfaction with the program and preceptors, successful program completion, and credentialing exam pass rate. These measures demonstrate readiness for entry-level practice and are direct measures of student success. Employment and employment in the Greater San Francisco Bay Area is important because, through employment, program graduates will use the skills, knowledge, and experience they gained in the DI program to improve the health and wellbeing of individuals and communities and thus, serve the public.

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Required Element 3.3 (CP, DI, IDE)

The program must set the following program objectives, align them with their program goals and demonstrate that the program is operating in the interest of students and the public:

- a. Program Specific: The program must establish one or more program specific objectives for each of the program's goals
 - b. ACEND Required: The program must include the following objectives under one or more of their program's goals. ACEND required objectives must be evaluated annually using an average of data from the previous three years.
1. Program Completion: The program must develop an objective that states "At least 80% of program students complete program/degree requirements within ____ years (150% of the program length)"
 2. Graduate Employment: The program must develop an objective that states "Of graduates who seek employment, ____ percent are employed in nutrition and dietetics or related fields within 12 months of graduation".
 3. Graduate Performance on Registration Exam:
 - a. The program must develop an objective that states " ____ percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion".
 - b. The program must develop an objective that states "The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%".
 4. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate's preparation for entry-level practice.

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In your narrative for this Required Element:

For each goal, provide one or more program specific objective used to evaluate achievement of that program goal; align each objective with the appropriate program goal. Ensure each objective includes a target measure.

Provide ACEND-required program objectives, aligning them to the appropriate program goal.

Describe how objectives with target measures set by the program demonstrate that the program is operating in the interest of students and the public.

Note: ACEND-required program objectives may be aligned to any of the program's goals as appropriate; they don't need to all be included under the same goal. Each program goal must include at least one program specific objective.

Program Response:

Text input answer:

The ACEND Program Objectives are bolded below:

Goal 1: The DI Program will provide a positive learning experience for its interns.

Objective 1: Over a 5-year period, 80% of interns will rate preceptors and rotations as excellent or very good.

Objective 2: Over a 5-year period, at least 90% of interns for each internship class will rate the program as excellent or very good.

Goal 2: The DI Program will successfully prepare interns for entry-level practice as Registered Dietitians.

Objective 1: Over a 5-year period, 90% of enrolled interns will complete the internship and all its requirements within 15 months of starting the program (standard completion time is 11 months).

Objective 2: Over a 5-year period, the pass rate of first-time test takers on the RD registration examination will be at least 80%, and 95% of interns will pass the exam within 1-year of program completion.

Objective 3: 95% of program graduates will take the RD/RDN CDR credentialing exam for dietitian nutritionists within 12 months of program completion.

Objective 4: Over a 5-year period, of graduates who sought employment, 50% will be employed within 3 months of program completion (and after starting job search) in nutrition and dietetics or related fields, and 95% within 1 year.

Objective 5: Over a 5-year period, 80% of employers of DI graduates will consider them to be prepared for employment.

Goal 3: The DI Program will prepare interns for dietetics employment in the Greater San Francisco Bay Area.

Objective 1: Over a 5-year period, at least 80% of graduates will be employed in nutrition and dietetics located in the greater San Francisco Bay Area one year after program completion.

The target measures are at or exceed the ACEND requirements with regards to program completion, first-time RD exam pass rate, RD exam attempt within 1-year, and employment. These targets measure whether or not interns can successfully complete the program in a timely manner, take the credentialing exam and pass it within a reasonable time after program completion, and gain employment within a reasonable time. These all are reflective of student success and thus, are in the interest of the students.

As for the public, it is important that program graduates show competency by passing the RD exam and it is critical that program graduates do find employment to meet the mission of providing services to individuals and communities to promote nutrition and wellbeing.

2017 Accreditation Standard 4: Program Evaluation and Improvement (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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.

Instructions for this section:

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

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Required Element 4.1 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

A 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 whether 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.
- g. Timeline for collecting the necessary data. Data on ACEND-required objectives are to be collected annually

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In your narrative for this Required Element:

Describe the process for the annual review of the program evaluation plan and the stakeholders involved in the review. [Programs applying for candidacy describe how process will occur]

Discuss changes, if any, that have been made in the plan since the last accreditation review (PAR or self-study). [Not applicable to programs applying for candidacy]

Program Response:

Text input answer:

The program director is primarily responsible for program assessment. The goals were determined while taking into consideration the mission of the university, college, department, and the program, and the ACEND requirements. From there, goals related to interns' perceptions of the program, the ability of the program to prepare graduates for passing the RD exam and for employment, and for interns to be able to gain employment in the Greater San Francisco Bay Area were identified. From there, measurement objectives were determined. Feedback regarding goals and objectives were solicited from department faculty

Feedback and data are obtained from several different sources. Current interns provide feedback via evaluation forms and discussions with the program director regarding their rotations and preceptors. Graduates of the program provide feedback via a Post-Program Completion Survey which is an online survey conducted after program completion, to solicit feedback and data on the quality of the program, including feedback on course content, faculty, preceptors, rotations, and recommendations for program improvement. Alumni of the program are surveyed one year after program completion to solicit feedback on when they took the RD exam, employment data including type of employment (examples include: clinical, community, education, management), salary, location of employment, and employers' contact information so that employers can be contacted for the Employer Survey. Surveys are sent to employers to obtain information about how well prepared graduates are to work in the field of dietetics. All online surveys are anonymous unless the respondent identifies him/herself. Program completion rates and RD exam pass rates are also reviewed annually. All of this data is evaluated on an annual basis.

The following are the changes that have been made to the evaluation plan since the PAR.

Goal 1, Objective 1: Over a 5-year period, interns will recommend at least 80% of the preceptors used for each internship class be used again in the future was changed to: Over a 5-year period, 80% of interns will rate preceptors and rotations as excellent or very good. Previously, intern's individual evaluations of their preceptors were reviewed for this outcome, but this became quite cumbersome, so the data used now is from program post-completion surveys. The Program Director still reviews all individual evaluations of preceptors, but uses these primarily to determine if preceptors will be used again the following year. The objective outcome, using either method for data collection, is similar.

Goal 2, Objective 4 (previously 3): Over a 5-year period, 80% of graduates who sought employment in dietetics will be employed within three months of program completion was changed to: Over a 5-year period, of graduates who sought employment, 50% will be employed within 3 months of program completion (and after starting job search) in nutrition and dietetics or related fields, and 95% within 1 year. Previous data showed that it was difficult for interns to find dietetics employment within three months. Some employers would not hire graduates without the RD credential and not all graduates were able to take the RD exam within 3 months of program completion. Since the program ends in early June, the summer months weren't always ideal for hiring. Some interns went on vacation or wanted to focus on studying. Therefore, the target for hiring within 3 months was lowered, and a target was added for employment within 1-year of program completion.

Goal 2, Objective 3: This was added per ACEND requirements: 95% of program graduates will take the RD/RDN CDR credentialing exam for dietitian nutritionists within 12 months of program completion.

Required Element 4.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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

- 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.
- Data analysis is used to evaluate the extent to which goals and objectives are being achieved.
- The targets set for program-specified and ACEND-required objectives are met.
- Program changes have been made to improve outcomes for any objective(s) not meeting the program-specified or ACEND-required targets.
- Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.

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In your narrative for this Required Element:

Analyze degree of achievement of program goals and objectives, including trends observed in the data [Not applicable to programs applying for candidacy]

Discuss factors impacting achievement of program goals and objectives [Not applicable to programs applying for candidacy]

If the program has separate tracks/pathways outcome data must be gathered for each separately, and when provided for review, the data and actions must be included in a separate analysis for each track/pathway.

If the program is a consortium, describe the role of each institution in the program evaluation process.

Describe how programmatic planning and outcomes evaluation are documented and as appropriate, integrated with institutional planning and assessment.

Program Response:

Text input answer:

Please refer to Appendix 4.1 4.2 Program Evaluation Plan and Outcomes

Please refer to Appendix 4.1b 4.2b Post Program Completion Survey

Please refer to Appendix 4.1c 4.2c Alumni Survey

Please refer to Appendix 4.1 d 4.2d Employer Survey

Goal 1: The DI Program will provide a positive learning experience for its interns.

Objective 1: Over a 5-year period, 80% of interns will rate preceptors and rotations as excellent or very good.

Outcome: Over the last 5 years, 90% of interns rated their preceptors as excellent or very good.

The objective is met. There have been no obvious trends as most interns rate preceptors and rotations as excellent or very good on program completion surveys. While no longer directly measured, the program director also reviews interns' individual preceptor evaluations and approximately 90-95% of interns recommend their individual preceptors be used again in the future. The outcome for this objective appears valid.

Objective 2: Over a 5-year period, at least 90% of interns for each internship class will rate the program as excellent or very good.

Outcome: Over the last 5 years, at least 90% of each cohort rated the program as excellent or very good, and overall, 97% of interns ranked the program as excellent or very good.

The objective is met. There have been no obvious trends as interns have been overall satisfied with the program for the last 5 years as indicated by program completion surveys. Interns have also indicated this sentiment in exit-surveys with the program director. The outcome for this objective appears valid.

Goal 2: The DI Program will successfully prepare interns for entry-level practice as Registered Dietitians.

Objective 1: Over a 5-year period, 90% of enrolled interns will complete the internship and all its requirements within 15 months of starting the program (standard completion time is 11 months).

Outcome: Over a 5-year period, 97% of interns finished the program in 11 months and 100% finished within 15 months.

This objective is more restrictive than the ACEND objective. This is because interns are really expected to finish the program on time, but definitely within 15 months. If an intern requires longer than 15 months to complete program requirements, this could be cause for termination unless there is a reasonable cause and it is expected that the intern will be able to finish in a timely manner. The on-time program completion rate set by the program is met.

Objective 2: Over a 5-year period, the pass rate of first-time test takers on the RD registration examination will be at least 80%, and 95% of interns will pass the exam within 1-year of program completion.

Outcome: Over a 3-year period, 95% of program graduates passed the RD exam on the first attempt and 100% passed within 1-year.

The objective is met. The program has an excellent RD first-time and 1-year pass rate. The program does not specifically help interns study for the RD exam other than providing access to the CDR study guide and a voucher for the CDR online sample test. The program is fortunate to have a highly competitive applicant pool, most of which are likely excellent test takers who will do well on a standardized test. The program course material and supervised practice experiences support learning and critical thinking for the credentialing exam but are primarily focused on preparation for entry-level dietetics work and critical thinking. For the two interns that did not pass the exam on the first attempt, one admitted to not studying enough, and the other was not as strong academically as most of the admitted interns. Both passed on second attempt and within 1-year. The objective is met.

Objective 3: 95% of program graduates will take the RD/RDN CDR credentialing exam for dietitian nutritionists within 12 months of

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program completion.

Outcome: Over a 4-year period, 100% of graduates took the RD exam within 12 months of program completion.

The objective is met. All graduates within the last 5 years took the credentialing exam within 12 months of program completion.

Objective 4: Over a 5-year period, of graduates who sought employment, 50% will be employed within 3 months of program completion (and after starting job search) in nutrition and dietetics or related fields, and 95% within 1 year

Outcome: Over a 4-year period, 82% of graduates found employment within 3 months and 96% within 12 months

This objective was changed from 80% employed within 3 months of program completion to 50% employed within 3 months of program completion plus 95% employment within 1-year of program completion. It was found that new graduates needed more time to find dietetics employment as some employers would only hire graduates who had passed the RD exam and some graduates did not take the RD exam within 3 months of program completion. Additionally, the summer months are not always ideal for hiring. It was still of interest to see what percentage of graduates were gaining employment in the short term and in the long term, so the objective was changed in 2015. The objective has been met. Overall, the data has been pretty consistent except for the 2015-2016 cohort in which only 54% of graduates were employed within 3 months of program completion although all were employed at one-year. It is unknown what caused this outlier. The program director has consistently supported alumni with seeking employment by sending out employment opportunities via e-mail, being a professional reference as appropriate, and helping with resumes and preparing for interviews as requested.

Objective 5: Over a 5-year period, 80% of employers of DI graduates will consider them to be prepared for employment.

Outcome: Insufficient data

Over the last four years, of 56 graduates surveyed, only 24 employer e-mails were released by graduates (some graduates provided two employer e-mails), and of those 24 employers surveyed, only seven responded to the employer survey. Of the 7 who responded, 6/7 responded the graduate was prepared (86%) but the response rate for this is too low to consider this data valid. The program director does network extensively with dietitians, preceptors, and other organizations throughout the Greater Bay Area and the general consensus is that program graduates are well-prepared for employment. The program director estimates that approximately 40-50% of preceptors employ or refer former interns. The program has graduates employed/previous employed in well-respected institutions throughout the Bay Area including four recent graduates at Lucille Packard Children's Hospital, two at Children's Hospital Oakland, two at Stanford Healthcare, and five at Zuckerberg San Francisco General Hospital/Laguna Honda Hospital and Rehabilitation Center. Many graduates have been long-time employees at hospitals, clinics, and organizations throughout the Bay Area. Many are also now preceptors for the program. Over 50% of the SFSU DI's supervised practice sites have at least one SFSU DI alumni on staff.

Goal 3: The DI Program will prepare interns for dietetics employment in the Greater San Francisco Bay Area.

Objective 1: Over a 5-year period, at least 80% of graduates will be employed in nutrition and dietetics located in the greater San Francisco Bay Area one year after program completion.

Outcome: Over a 5-year period, 84% of alumni are employed in the Bay Area one year after program completion.

The objective is met. This objective is more a reflection of where graduates initially came from and if they want to live in the Greater San Francisco Bay Area after program completion and whether or not they can find employment here. Of those that are no longer in the Bay Area, most returned to Southern California as that is where they resided before the internship program. This objective does not necessarily reflect program quality or success but just measures if graduates stay in the Greater Bay Area to provide service to the communities here, where they trained.

Overall, the goals and objectives of the program have been consistently met. Graduates of the program are satisfied with the program, graduates are well prepared to pass the RD exam and to gain employment, and the majority of graduates stay in the Greater San Francisco Bay Area and work here. Gaining employment in dietetics within 3 months of program completion was found to be more difficult than expected as some employers will not hire a new graduate that has not passed the RD exam so the objective was changed to a more realistic objective to allow time for graduates to pass the RD exam. The one-year employment rate has been excellent and that target has been met. Measuring employer satisfaction of alumni employees who completed this program has been limited by low survey response but the program director ascertains that employers are overall satisfied with program graduates as evidenced by conversations with employers and with graduates who are now strong preceptors for the program.

This program has only one track and is not part of a consortium.

The outcomes of this report will be shared with the University and appropriate departments during the "7th cycle Review Process." This University Program Review addresses how different university programs contribute to University goals for student learning, retention and achievement both within the discipline and outside of the discipline. The 7th cycle program review process provides guidelines on the coordination of accreditation reviews with program reviews and states that documents used for accreditation can be used for program review with the addition of additional material as needed to address university-required standards.

Required Element 4.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

Results of the program evaluation process must be used to identify strengths and areas for improvement relative to components of the program (policies, procedures, curriculum, teaching methods, program length, faculty, preceptors, 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.

In your narrative for this Required Element:

Briefly summarize information presented in the Continuous Program Improvement Plan and discuss how it links with the outcomes presented in the Program Evaluation Plan. [Programs applying for candidacy may discuss how the improvement plan will link to the Program Evaluation Plan]

Program Response:

Text input answer:

Please refer to Appendix 4.3 Continuous Program Improvement Plan

The Continuous Program Improvement Plan shows that the program has many strengths including RD exam pass rate, program completion rate, strength of faculty and preceptors, and graduates' satisfaction with the program. Over the last five years, 97% of interns rate the program as excellent or very good. The RD exam pass rate is 95% for first time test takers and 100% within one year, which is significantly higher than minimum ACEND standards. The program completion rate is 100%. Intern satisfaction with courses, faculty, and preceptors are generally excellent or very good. 82% of graduates found employment within 3 months and 96% within 12 months of looking for employment after program completion. These outcomes reflect the overall quality of the program, its program director, faculty, preceptors, and curriculum.

Due to continuous review and evaluation of evaluation forms, surveys, and informal student, faculty, and preceptor feedback, changes have been made to the program to improve it. Summer coursework was added in 2014 to improve intern readiness for supervised practice and to reduce student workload during supervised practice. Course curriculum and assignments have been modified based on feedback from post program completion surveys and informal student feedback. SLOs that were not consistently being met in supervised practice were added to course curriculum to ensure that all interns had opportunities to achieve these competencies.

There are also areas for improvement. Course curriculum continually needs to be updated and revised to stay current and relevant and to meet ACEND SLO requirements. While all new preceptors are oriented to the program and expectations, checklists of requirements, and evaluation forms are reviewed, a more formal training resource for preceptors is needed.

2017 Accreditation Standard 5 Curriculum and Learning Activities (DI)

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.

Instructions for this section:

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

Required Element 5.1 (DI)

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. The program's curriculum must prepare interns with the core competencies listed in the **2017 Accreditation Standards for Nutrition and Dietetics Internship Programs**. 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.

In your narrative for this Required Element:

State the concentration and its corresponding program specific competencies (minimum of two) and learning activities.

Describe why the concentration was chosen.

Describe how the concentration competencies build on ACEND's core competencies and develop additional depth.

Program Response:

Text input answer:

Please refer to Appendix 5.1 5.2 KRDN Curriculum Map

Concentration: Medical Nutrition Therapy

Competencies:

MNT 5.1 Provides appropriate MNT and accurately documents care in the medical record for non-complex patients.

This competency is demonstrated through evaluation forms from clinical rotations and from satisfactory completion of five mini case studies. The case studies are written up as a report and three are presented in class to course instructors and fellow interns and include a question and answer session.

MNT 5.2 Provides appropriate MNT and accurately documents care in the medical record for complex patients (examples include: malnutrition, multiple diagnosis, multi-system organ failure, critically ill).

This competency is demonstrated through evaluation forms from clinical rotations and from satisfactory completion of five mini case studies and the major case study, which is on a complex patient. The major case study is presented in class to the course instructor, program director, and fellow interns and includes a question and answer session.

MNT 5.3 Provides appropriate MNT and accurately documents care in the medical record for patients on nutritional support - enteral/parenteral.

This competency is demonstrated through evaluation forms from clinical rotations and from satisfactory completion of five mini case studies and the major case study, which is on a complex patient. The major case study is presented in class to the course instructor, program director, and fellow interns and includes a question and answer session.

The Medical Nutrition Therapy concentration was chosen for multiple reasons. Historically, the program has always had at least 50% of the required supervised practice hours in clinical rotations. The majority of interns are interested in clinical nutrition as their first job as a new RD. Hospital clinical positions are the most likely first employment for new graduates. Two of the instructors in the program have medical nutrition therapy expertise.

The concentration competencies build on the following ACEND core competencies:

CRDN 1.6: Incorporate critical-thinking skills in overall practice.

CRDN 3.1: Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.

CRDN 3.3: Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.

CRDN 4.10: Analyze risk in nutrition and dietetics practice.

In the clinical supervised practice settings, the above ACEND core competencies are essential for success. Interns must use critical thinking skills when providing medical nutrition therapy for patients that aren't what is seen in a textbook. Interns do perform the Nutrition Care Process in a variety of clinical settings. They must demonstrate effective communication skills with patients, patient's families, co-workers, other healthcare professionals, and the public. And lastly, they must analyze both risks and benefits of different types of nutrition therapy for different patients. The concentration competencies build on these because interns must apply all these skills when working with more nutritionally and medically complex patients. These patients may have multiple medical and nutritional diagnoses, which will make them more complicated to evaluate. Interns will need to use their critical thinking skills to identify which problems are most acute and most critical to address first. Because these patients are more complex, they will need more input from other healthcare professionals and may need to seek the expertise of others. They will need to communicate effectively with these healthcare professionals to work together to find the best plan for these complex patients. It is likely that there are more risks in these patients so interns need to be more aware of how they can potentially harm patients as well as to help them recover from their serious conditions.

An example of how an intern needs to demonstrate all of the above competencies as well as the concentration competencies is when they assess a critically ill patient who is malnourished, critically ill, and at risk for refeeding syndrome. The intern must use critical thinking skills to identify if a patient is at risk for refeeding syndrome. The intern will use the Nutrition Care Process to assess, diagnose, provide intervention, and evaluate and monitor the patient. The intern will need to communicate with many members of the health care team to understand the plan for medical treatment and to make appropriate recommendations regarding oral, enteral, or parenteral nutrition support. The intern needs to understand the risks of providing nutrition to this patient and how to minimize that risk so that the patient can be optimally nourished without causing harm to the patient.

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Required Element 5.2 (DI)

A curriculum map must be developed that:

- 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.
- 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.
- Culminates in experiences to demonstrate entry-level competence.

In your narrative for this Required Element:

Describe the program's curriculum including all pathways and tracks.

Discuss and provide examples of how the program didactic and/or supervised practice courses or rotations are organized, sequenced and integrated.

Discuss and provide examples of how the curriculum builds on previous knowledge and experience to progress from introductory to more advanced learning activities.

Discuss and provide examples of how the curriculum facilitates intern achievement of the learning objectives and expected depth and breadth of knowledge and/or competency.

Describe any differences based on track, pathway, international experiences, etc.

Describe the culminating experiences and explain how they enable interns to demonstrate entry-level competence.

Program Response:

Text input answer:

Please refer to Appendix 5.1 5.2 CRDN Curriculum Map

There is only one track – Medical Nutrition Therapy. The program combines both didactic coursework and supervised practice experience to provide learning activities and experiences to interns. There are four graduate-level courses, DFM 751 – Seminar in Nutritional Assessment Across the Lifespan, DFM 758 – Seminar in Foodservice and Nutrition Program Management, DFM 755 – Seminar in Human Nutrition and Metabolism, and DFM 785 – Seminar in Medical Nutrition Therapy. The minimum required supervised practice rotations are hospital clinical rotation, another clinical rotation (skilled nursing, rehabilitation, dialysis, pediatrics, or outpatient), community nutrition, management, and an elective. The courses and the supervised practice experiences complement and support each other.

The instructors of the four graduate courses meet with students throughout the program. The courses are integrated with the supervised practice experiences. Most of the assignments, papers, and presentations required in the courses are completed based on projects or experiences in supervised practice rotations. For example, the following projects are required in the management rotation: inservices, a menu project, a sustainability project, a quality project, and an evaluation project. The reports for these projects are submitted in the DFM 758 – Seminar in Foodservice and Program Management course. In the hospital clinical rotation and the second clinical rotation, interns work with patients and write-up actual case studies and submit those in DFM 785 – Seminar in Medical Nutrition Therapy and DFM 751 – Seminar in Nutrition Assessment Across the Lifespan. They also present case studies in these class so that other interns can learn from their experiences.

Please refer to Appendix 5.1a 5.2a Sample Schedule of Rotations for 14 interns

Please refer to Appendix 5.1a 5.2a DI Requirements for Program Completion and SLOs

Supervised practice experiences start with orientation and observation and then interns progress to taking on more responsibility. For example, in the hospital clinical rotation, interns will start with orientation and observing the RD, but are then expected to start reviewing charts, interviewing patients, and speaking with other healthcare providers on their own. Interns first focus on less complex patients, the quality of their interactions, and charting. They will then progress to working with more complex patients such as those in critical care or those that require nutrition support. Additionally, they will need to increase their productivity by increasing the number of patients they see and assess. By the end of the rotation, they are expected to be able to complete two weeks of staff relief.

An example of, in DFM 785 - Seminar in Medical Nutrition Therapy, the instructor will do more lecturing and teaching in the first few months of the program. However, once interns have started clinical rotations, the majority of class time will be spent on interns presenting case studies with feedback from the instructor and their fellow interns. The culminating requirement for this course is the major case study presentation where interns present on a complex patient that they assessed towards the end of their hospital clinical rotation. Another example is in DFM 755 – Seminar in Human Nutrition and Metabolism. At the beginning of this course, the instructor discusses human nutrition and metabolism topics and incorporates research methods and the application of research into practice. The students select a

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topic of interest, often based on something they were especially interested in in one of their supervised practice rotations, and create a research question to answer. For the first assignment of this course, students develop the research question, create search terms, and select a research article using Pubmed. Using the AND research article analysis tools from the Evidence Analysis Library, they dissect the article and determine a grade. They present this process to their peers and through discussion, determine the next steps for the critical analysis research paper. This culminating requirement requires students to use the tools they have learned about, multiple research articles, and course content. Students will create a presentation where not only do they conduct a mini literature review, they also identify a metabolism mechanism that may support their answer. They are required to make their presentations relevant to their fellow interns in their future practice as RDs. For example, one student last year presented on the current research on probiotic use in the hospital setting because this was a practice at the hospital where she was doing her clinical rotation and she wanted to better understand if this was evidence-based practice.

Since the internship is focused on Medical Nutrition Therapy, it is expected that students will initially work with less complex patients and then progress to work with more complex patients. In the hospital setting, interns typically start in cardiac and medical/surgical units. They then progress to oncology, GI, and more complex medical/surgical patients. Near the end of the rotation, they will be primarily in the ICU/critical care units and many of the patients that they work with will be medically complex and on nutrition support. The culminating requirement of the rotation is to be able to complete two weeks of staff relief.

Additionally, interns complete mini case study papers and presentations from both their hospital clinical rotation and their other clinical rotation (skilled nursing, rehabilitation, dialysis, pediatrics, or outpatient). These will correlate with the complexity of their rotation. The culminating requirement is the major case study presentation, which is on a medically complex patient. The major case study is presented in the DFM 785 – Seminar in Medical Nutrition Therapy course for the course instructor, program director, and their fellow interns. There is a question & answer session afterwards.

There are three major culminating experiences, which have already been discussed above. In the hospital clinical rotation, interns complete two weeks of staff relief. This is to demonstrate that they are capable to meet expectations for both the quality and quantity of assessments completed per day, and able to perform as an entry-level clinical dietitian. Additionally, they are required to present a major case study on a complex patient to the instructor, program director, and their fellow interns and to be able to answer questions about their case to demonstrate a thorough understanding of the medical nutrition therapy they provided. Lastly, they are required to write a literature research paper and present the topic to the course instructor and their fellow interns to demonstrate the ability to do a literature review, explain the biochemical/biological mechanism, and to present that information in a professional presentation.

The program only has one track and does not have international rotations.

Required Element 5.3 (DI)

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 CRDN.

- 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.
- 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.
- Learning activities must use a variety of educational approaches necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.

In your narrative for this Required Element:

Briefly summarize information presented in the Summary of Learning Activities template.

Provide examples of the educational approaches that are used to meet learner needs and facilitate learning objectives.

Program Response:

Text input answer:

Please refer to Appendix 5.3 RDN Summary of Learning Activities

Please refer to Appendix 5.3a Supervised Practice Management Checklist with SLOs

Please refer to Appendix 5.3a Supervised Practice Hospital Clinical Checklist with SLOs

Please refer to Appendix 5.3a Supervised Practice Clinic Checklist with SLOs

Learning activities are completed in both the classroom setting and in supervised practice rotations. If learning can be accomplished in supervised practice rotations, that is preferred. All interns will have opportunities to work with children, adults, and older adults. All interns

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will work with patients with endocrine disorders, malnutrition, cardiovascular disease, cancer, gastrointestinal conditions, renal conditions, critically ill, and patients on nutrition support. However, working with infants, adolescents, and pregnant/lactating women is possible for some, but not all interns. Therefore, the program has classroom learning activities for these populations.

All interns will work with diverse populations in their supervised practice rotations due to the wide ethnic, socioeconomic, and geographical diversity of the Greater San Francisco Bay Area. Interns will work with populations of Hispanic/Latino and Chinese descent, and also likely with African American, Vietnamese, Jewish, Filipino, Middle Eastern, and Asian Indian descent but the program does not have specific learning activities for these populations. Due to the wide diversity of the population in this area, course curriculum has focused more on cultural awareness, health disparities, and being aware of personal biases rather than on specific cultural food practices and health beliefs.

Some material is taught via lecture and guest lecturers. Prior to supervised practice rotations starting, there are in-class and homework mock case studies and other learning activities. In supervised practice rotations, interns work directly with patients, clients, and staff. For clinical rotations, interns will work with many different disease states and diverse populations. Interns write five mini case study reports and present three of them to instructors and fellow interns. Fellow interns are also learning during these presentations, as they are required to ask questions. Interns also write research papers and present them in class. For the management rotation, interns are required to work with the staff and also complete required projects that facilitate learning. In community nutrition rotations, interns conduct group nutrition/cooking classes for different age groups and develop educational materials.

2017 Accreditation Standard 6 Student Learning Outcomes Assessment and Curriculum Improvement (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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 the quality of education provided.

Instructions for this section:

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

Required Element 6.1 (CP, DI, FDE, IDE)

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. Didactic courses and/or 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 should be assessed annually until resolved.

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In your narrative for this Required Element:

Describe the process for annual review of the SLO plan and discuss updates made to the plan, if any. [Programs applying for candidacy must discuss the process the program plans to use for annual review of the SLO Plan.]

Program Response:

Text input answer:

Please refer to Appendix 6.1 6.2. CRDNs SLOs Assessment

The SLO plan is reviewed annually by the program director and the faculty that teach in the program. Since the program is small, every SLO is evaluated annually. The program director will assess if there are any problem areas and then works collaboratively with the faculty to address these. In general, most SLOs targets are met. There were two SLOs that supervised practice sites were not able to consistently offer to students. These were CRDN 4.1: Participate in management of human resources and CRDN 4.9: Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems. Because these two SLOs are not able to be consistently met in supervised practice rotations due to preceptors/sites not being able to offer these experiences to interns, in-class HR role playing activities were added to the DFM 758 – Seminar in Foodservice and Nutrition Program Management course, and case study activities from the Academy's Coding and Billing Handbook were also added to the DFM 758 course.

Required Element 6.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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

In your narrative for this Required Element:

Describe how data on achievement of learning outcomes were collected and analyzed according to the student learning outcomes assessment plan. [Programs applying for candidacy must describe how the process will occur.]

Analyze the extent to which students/interns achieved student learning objectives since the last accreditation review (PAR or self-study). [Not applicable to programs applying for candidacy.]

Program Response:

Text input answer:

Data to analyze learning outcomes is collected from several sources and methods. These include:

Evaluated by preceptors in a supervised practice on an evaluation form.

Met by satisfactory completion of an activity.

Assessed via grades for a project or case study completed in a supervised practice rotation and submitted as a report or assignment for a course.

The program director collects data from evaluation forms, ensures interns complete required activities, and obtains grades for assignments and case studies from instructors. These are submitted to the program director on an ongoing basis throughout the program year. The program director monitors the progress of each intern to assess if the required learning outcomes are being met, and if not, works with the intern and the preceptor/instructor to support the intern's learning and improve performance. Cumulative data is analyzed and summarized annually by the program director to evaluate whether or not overall target measures for learning outcomes are met, and if not, then a plan will be implemented to better meet targets.

Please refer to Appendix 6.1a 6.2a CRDNs SLOs Assessment and Outcomes

Please refer to Appendix 6.1b DFM 755 Rubric for Critical Analysis Paper

Please refer to Appendix 6.1b Hospital Clinical Rotation Evaluation Form

Please refer to Appendix 6.1b Grading for Major Case Study Presentation

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Please refer to Appendix 6.1b Community Rotation Evaluation Form

Due to close monitoring and ongoing evaluation and assessment of individual student progress, the large majority of student learning objectives have been consistently met.

The following objectives have not been met or have not been met consistently:

CRDN 2.5: Assign patient care activities to NDTRs and/or support personnel as appropriate.

The target set for this SLO was that 75% of interns would receive a satisfactory score on their evaluation forms for this activity. Over the last three years, the score was 95% of interns completed this, so the objective has been met. For the interns unable to meet this requirement, they received a score of "not applicable" as the hospital or clinic where they did their supervised practice does not employ NDTRs so there is not an opportunity for the intern to complete this requirement.

CRDN 4.1: Participate in management of human resources.

The target set for this SLO was that 90% of interns would receive a satisfactory score on their evaluation forms for this activity. From 2015-2017, this target was met. The rest of the interns received a "not applicable" score as their management rotations are not able to offer this objective due to the sensitive nature of human resource activities such as hiring, termination, or disciplinary action. Therefore, starting in 2017, human resource role-playing activities were added to the curriculum of DFM 758 – Seminar in Foodservice and Nutrition Program Management and 100% of interns participated in the activities.

CRDN 4.9: Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.

The target set for this SLO was that 100% of interns would receive a satisfactory score on their evaluation forms for this activity. From 2015-2017, 82% of interns received a satisfactory score. The remaining interns received a "not applicable" score as the hospital or facility dietitians do not participate in coding and billing. Therefore, to more consistently meet this SLO, case studies from the Academy's Coding and Billing Handbook have been added to the course curriculum for DFM 758 – Seminar in Foodservice and Nutrition Program Management.

MNT 5.2 Provides appropriate MNT and accurately documents care in the medical record for complex patients (examples include: malnutrition, multiple diagnosis, multi-system organ failure, critically ill).

The target set for this SLO was that 100% of interns would receive a satisfactory score on their evaluation forms. Grades for mini and major case studies are also evaluated for this SLO. Interns sometimes need to extend their rotation time or do another rotation to meet this competency. This target has been met from 2014-2017. In 2018, one intern did score a lower than satisfactory on the evaluation form. The program director spoke with the preceptor and the intern was noted to be at entry-level and was able to complete two weeks of staff relief. This intern did satisfactorily complete the mini and major case studies. This situation was considered to be an outlier and overall, this objective has consistently been met.

MNT 5.3 Provides appropriate MNT and accurately documents care in the medical record for patients on nutritional support - enteral/parenteral.

The target set for this SLO was that 100% of interns would receive a satisfactory score on their evaluation forms. Grades for mini and major case studies are also evaluated for this SLO. Interns sometimes need to extend their rotation time or do another rotation to meet this competency. This target has been met from 2014-2017. In 2018, one intern scored a lower than satisfactory on the evaluation form. The program director spoke with the preceptor and the intern was noted to be at entry-level and was able to complete two weeks of staff relief. This intern satisfactorily completed the mini and major case studies. This situation was considered to be an outlier and overall, this objective has consistently been met.

Required Element 6.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

Formal curriculum review must routinely occur and:

- Use results of program evaluation and student learning assessment to determine strengths and areas for improvement.
- Include input from students/interns and other stakeholders as appropriate.
- Include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education), tracks or supervised practice sites are used to accomplish the same educational objectives.
- Result in actions to maintain or improve student learning.

In your narrative for this Required Element:

Describe the curriculum review process including timeframe and how input from students/interns is incorporated. [Programs applying for candidacy must describe how the curriculum review process will occur.]

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State curriculum strengths and limitations and discuss how results of program evaluation and student learning assessment were used to determine strengths and limitations. [Not applicable to programs applying for candidacy.]

Discuss how comparability of educational experiences and consistency of learning outcomes is assessed and maintained. [Programs applying for candidacy must describe plans to ensure comparability of educational experiences and consistency of learning outcomes.]

Provide examples of how the curriculum review process has resulted in actions to maintain or improve student/intern learning. [Not applicable to programs applying for candidacy.]

Program Response:

Text input answer:

Course curriculum is reviewed annually over the summer, and changes are made to course curriculum, rotation checklists and rotation evaluation forms prior to the start of each cohort's program orientation and summer courses. The program director reviews post program completion surveys and alumni surveys for feedback on the program and its curriculum. Surveys provide both quantitative and qualitative data. These scores and comments are then used to evaluate whether or not course curriculum changes are needed. The program's faculty and the program director work together to make changes to improve the program and better meet the learning needs of the students. Written evaluation forms and checklists completed by preceptors are also reviewed annually by the program director and updated as needed.

Feedback from program completion surveys are overall very positive. Most interns rate the graduate courses and supervised practice rotations as excellent or very good. Assignments generally contribute to learning and support what interns are doing in supervised practice rotations. The required case study reports and presentations greatly contribute to their learning. Interns appreciate that they are matched to rotations that are a good fit for them. They feel the program is balanced and gives them a variety of experiences. They generally like that they have class once a week so that they can regularly meet with instructors and the program director and also learn from their fellow interns' experiences and presentations. They note that instructors and the program director are very supportive throughout the program.

In post program surveys from 2015 and 2016, one course received lower scores. Feedback was that the course tried to cover too much information, that it wasn't relevant to the internship, and that the research paper requirement was difficult to focus on because it coincided with another major assignment and clinical staff relief. The instructor and the program director discussed scheduling options, curriculum changes, and revisions to the research paper assignment. Survey results have been much improved since these changes were made. This course and instructor received the highest evaluation scores in the 2018 post program surveys.

In post program surveys from 2017 and 2018, one course did receive lower scores. Feedback was that the course needed to address more advanced practice information to support supervised practice experiences and learning, and that assignments needed more clarification. This instructor is new to the program. The assignments have been in place for many years and may need updating. The program director will work with the instructor to revise curriculum and assignments and to also incorporate guest speakers who have expertise in some of the topics graduates suggested on the survey.

Even though interns have different experiences in their supervised practice rotations, there are many assignments and experiences that are required. Examples include specific assignments in the management rotation that must be completed and that are graded by faculty. These include assignments related to quality, sustainability, menu development, and evaluation of products, services, or programs. Additionally, preceptors must complete an evaluation forms for each rotation. Evaluation forms include general skills and knowledge, as well as specific learning experiences and outcomes for clinical, community, management, and other rotations. There are also required evaluation forms for inservices and classes conducted by interns, and interviewing/counseling sessions conducted by interns. Additionally all interns must complete all course requirements for the four graduate-level courses, in which they are evaluated on mock and actual case studies, research papers, presentations, the above assignments, exams, and class participation. Even though the interns get varied supervised practice experiences, there are multiple ways to ensure they are gaining the specific learning outcomes required.

The curriculum review process has resulted in a curriculum that, through its courses, supervised practice rotations, and required assignments, case studies, reports, and presentations, meet the majority of the SLOs and a strong curriculum. The four instructors in the program have extensive dietetic work experience and share their unique "real-world" expertise with students. Interns are scheduled for a minimum of five rotations and have the opportunity to work with many preceptors who are experts in their area of practice. Having both graduate level courses and varied supervised practice experiences are strengths of the program and will be maintained and continually monitored to enhance student learning

As discussed previously, one course was receiving lower scores in the post program surveys in previous years. Through the curriculum review process, the program director and the instructor identified areas for improvement. The curriculum was modified so that course projects were linked more directly to interns' supervised practice rotations. Students are now encouraged to choose research topics that are relevant to their supervised practice experiences and to link their research to this. Lectures in this course also were reevaluated and revised to align with SLOs for the internship and SLOs were better clarified in the syllabus. These changes made the course more relevant and valuable to the interns. Survey results improved, and in 2018, this course and instructor received the highest scores on the survey.

Another example of how curriculum review led to changes to improve the student experience was modifying the requirements of the major case study. Through both informal conversations with interns and in post program surveys, some interns stated that they felt overwhelmed with the workload, especially towards the end of their hospital clinical rotation when they would be required to do staff relief, find an

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appropriate complex major case study patient, and write the major case study report and present it in class. The reports were often 20+ written pages and the presentation was a 30-minute PowerPoint presentation with a 15-minute question and answer session afterwards. The program director and the instructor of DFM 785 – Seminar in Medical Nutrition Therapy discussed this issue at length. It was determined that interns had, by the end of their hospital clinical rotation, already written three mini case study reports and presented on two of them. The program director and the instructor of the course agreed that most interns had already demonstrated good clinical knowledge and application. It was decided that the major case study requirement would eliminate the written report and increase the presentation time to 40 minutes so that there would be more time for the intern to present, in more detail, the nutritional assessment, the medical nutrition therapy intervention they provided to the patient, their monitoring and evaluation of their initial patient intervention as well as all follow-up visits, their thought processes, and the medical diagnoses and treatments. It was also agreed upon by the program director and the instructor that if an intern had not demonstrated good clinical knowledge and application in the three mini case studies, that the intern would need to write the case study report. This revision to the major case study requirement was implemented in 2017.

2017 Accreditation Standard 7 Faculty and Preceptors (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must have a sufficient number of qualified faculty and preceptors/practitioners, if used, 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/practitioners, if used, 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.

Instructions for this section:

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

Required Element 7.1 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must provide evidence that qualified and appropriately credentialed faculty and preceptors/practitioners, if used, are sufficient to ensure implementation of the program's curriculum and the achievement of the program objectives and student learning outcomes.

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In your narrative for this Required Element:

Discuss the adequacy of qualified and credentialed faculty and preceptors/practitioners, if used, for achievement of the program objectives and student learning outcomes.

Describe the process used to ensure the faculty and preceptors/practitioners, if used, including those used for international rotations, if appropriate, are qualified for their role in the program including preceptors/practitioners, if used, who might be selected by students/interns.

Program Response:

Text input answer:

Please refer to Appendix 7.1a DI Faculty Roster

Please refer to Appendix 7.1b DI Preceptor Roster

Refer to Appendix 8.1d Supervised Practice Site Selection Evaluation

All four faculty for the DI program are RDs with a minimum of a master's degree and all have had significant practice experiences in the field of dietetics. 3 of the 4 faculty for the program's four graduate classes have been teaching in the DI program for over the last 5-years. Wanda Siu-Chan, MS, RD, the program director, teaches the Seminar in Nutritional Across the Lifespan course. Dr. Gretchen George, PhD, RD, is an associate professor and teaches the Seminar in Human Nutrition and Metabolism. Scott Cahn, MA, RD is a lecturer and teaches the Seminar in Medical Nutrition Therapy course. Sarah Josef, MA, RD, the former SFSU DPD Director, previously taught the Seminar in Foodservice and Nutrition Program Management course. When Ms. Josef retired in 2016, Jennifer Stimson, MS, RD, IBCLC, a preceptor for the program, was recruited to teach this course and has taught it the last two years. Ms. Stimson was also hired as the SFSU DPD Director, starting in August 2017. Each faculty member also has different areas of expertise and different types of practice experience and brings these real-world experiences into the classroom.

The great majority of preceptors are RDs in hospitals, clinics, non-profits, public health departments, businesses, and other organizations. Non-RDs are typically individuals with significant experience in management positions and may have credentials such as Certified Dietary Manager (CDM) or have a Masters in Business Administration (MBA). A few non-RD preceptors work in community settings and may have a Masters of Public Health (MPH) or have a bachelor's degree without an additional credential but there are very few of these.

The program director identifies and selects the great majority of preceptors. Many preceptors are long-time preceptors and take interns from the program year after year. The great majority of preceptors are RDs. Preceptors used year after year typically receive strong intern reviews. New preceptors may be recruited through referrals from other preceptors, colleagues, or students. The program director also obtains new preceptors via "cold calling" by identifying potential preceptors through online research. For example, in 2017-2018, several interns were interested in doing sustainability/agriculture-related rotations and the program had not previously had that type of opportunity available. The program director was able to identify and obtain two new sites that could provide these types of experiences by finding these organizations online. The program director worked with the potential preceptors to understand the organization's mission, to discuss appropriate intern experiences, expectations, and projects, and to review the required rotation checklist and the evaluation forms. Both sites received good evaluations from interns and both will likely be used again in 2018-2019. At this time, there are no international rotations.

Required Element 7.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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/practitioners, if used, 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 students/interns.
- c. Program faculty, including the program director, and preceptors/practitioners, if used, 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 students, of the effectiveness of faculty and preceptors.

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In your narrative for this Required Element:

Describe the sponsoring organization's criteria for appointment and how the program ensures that faculty meet those criteria. Faculty and preceptors/practitioners, if used, are not required to hold an RDN or NDTR credentials, unless required for their position.

Describe how program ensures preceptors meet state licensure laws and federal requirements.

Describe the process used to ensure continued competence appropriate to the teaching or precepting responsibilities.

Describe the process used by the institution and/or the program for periodic review of preceptors/practitioners, if used, and faculty, including opportunities for student/intern input.

Program Response:

Text input answer:

University faculty for the program must meet the university's criteria for hiring of a lecturer or professor. Faculty in the program must hold a minimum of a master's degree and the RD/RDN credential. All faculty for the program meet these criteria. The current four faculty members for the program have each been an RD/RDN for at least 15 years and each have a minimum of 15 years of experience in the field of nutrition/dietetics.

Clinical preceptors must have the RD/RDN credential and the primary preceptor for the rotation must have been an RD for at least one year. Many clinical preceptors hold additional credentials or a graduate degree. Non-clinical sites may have non-RDs as a primary preceptor and hold credentials such as an MPH, or MBA, or have an advanced degree. In very few community nutrition rotations, a preceptor with at least 3 years of experience and a B.S. degree may serve as a lead preceptor for general nutrition education. In management rotations, a CDM or DTR with at least 3 years of management experience may serve as a lead preceptor.

Faculty must maintain their RD credential. Preceptors in hospitals, clinics, and other organizations that require the RD credential must maintain their RD credential. If the RD credential is not required for their position, other criteria such as length of employment or time in that type of position may be considered. Many preceptors continue to precept year after year so intern evaluations of preceptors/sites as well as the ability of the preceptors/sites to support an intern in meeting all competencies and requirements are the main criteria for whether or not preceptors and sites are used again.

All interns provide faculty/course feedback on an anonymous graduate post-completion survey. Constructive feedback is relayed to instructors and revisions in course material, teaching methods, or other improvements may be made. For example, a few years ago, some of the feedback received was that one of the courses was not very relevant to the interns. The instructor made changes to the course to make it more relevant to the internship experience and evaluations for that course improved. For the 2017-2018 cohort, feedback on one class was that they would have liked more practical information on how to approach state and accreditation surveys at hospitals and skilled nursing facilities so in the coming year, the program will try to bring in guest speakers who have expertise in this area.

The Department Chair of the FINA department performs a written annual review of each faculty teaching in the program. This review is minimally based on syllabi review and review of the scores and comments given to faculty by students on each course's Student Evaluation of Teaching Effectiveness survey, an online university-generated survey conducted at the conclusion of every university course.

All interns provide preceptor feedback after each supervised practice experience. Overall, evaluations are good and interns recommend that the great majority of preceptors be used again in the future. However, for the few preceptors that interns do not recommend, the program director evaluates the reason why, speaks with the intern about his/her experience, and decides whether or not to use the preceptor/site again in the future. Preceptors and sites have been discontinued due to intern's negative reviews as strong preceptorship is critical to the continued success and quality of the program. For example, for the 2017-2018 cohort, out of 79 rotations, four sites/preceptors were not recommended to be used again by interns. The program director discussed these rotations with the interns and these sites are not scheduled to be used for the 2018-2019 cohort. While it would be ideal to give these preceptors feedback on how to be better preceptors, it would not be anonymous as they each only had one intern so the program director has chosen to not use them again at this time.

Required Element 7.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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

- New program faculty members, instructors, teaching assistants, and preceptors/practitioners, if used, must be provided orientation to the mission, goals, objectives and educational philosophy of the nutrition and dietetics program.
- Program faculty members, instructors, teaching assistants and preceptors/practitioners, if used, must receive feedback, and training as needed, based on program evaluation and input from students.
- Program faculty members, instructors, teaching assistants and preceptors/practitioners, if used, must receive training on the ACEND Standards and required knowledge and competencies.

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

In your narrative for this Required Element:

Describe the orientation, including the process and timeline, for new program faculty members, instructors, teaching assistants and preceptors/practitioners, if used, providing supervised practice/experiential learning to mission, goals, objectives and educational philosophy of the nutrition and dietetics program and student/intern learning outcomes.

Provide a description and timeline for ongoing training of current faculty members, instructors, and teaching assistants and preceptors/practitioners, if used, providing supervised practice/experiential learning.

Discuss how faculty members, instructors, teaching assistants and preceptors/practitioners, if used, receive feedback and how program, preceptor and student/intern evaluations have influenced ongoing training provided to faculty members, instructors, preceptors/ practitioners, if used and teaching assistants [Not applicable to programs applying for candidacy]

Discuss how and when training on ACEND's accreditation standards and required knowledge and competencies has been conducted for all faculty members, instructors, teaching assistants and preceptors/practitioners, if used.

Program Response:

Text input answer:

Faculty are very involved in the program and therefore are well versed in the mission, goals, objectives, and educational philosophy of the program and the SLOs. Program faculty are kept abreast of accreditation requirements, changes in SLOs, and general information about preceptors and sites used for supervised practice experiences. The program director works with each faculty member annually during the summer on the syllabi, course schedule, and course curriculum to ensure a cohesive and integrated program. Most program faculty participate in the FINA Department Fall and Spring pre-semester meetings and bi-weekly department meetings, and program updates and changes are shared with the faculty at that time. Additionally, the program director is in close communication with all three faculty member and speaks with each minimally, on a monthly basis, but generally much more often than that to discuss program assignments, curriculum, and intern progress.

Because the program uses over 50 different preceptors a year, formal orientation for preceptors is not currently being done. Long-term preceptors are familiar with our program and have worked with many interns over the years and have been able to provide good rotation experiences as evidenced by strong evaluations and interns meeting the majority of SLOs and program requirements. For new preceptors and sites, the program director discusses with the preceptor a program overview, the site's mission, appropriate intern experiences, expectations, and projects, and provides and reviews the required rotation checklist and the evaluation forms which include the SLOs.

The program director and faculty are in regular communication about program evaluations, program goals and outcomes, and SLOs. Though not a formal evaluation, the program director communicates frequently with each faculty member throughout the program year to monitor individual intern performance and participation in the classroom, possible changes to curriculum to improve the program, and to share information such as updates from the Nutrition and Dietetic Educators and Preceptors regional conference and information from other dietetics education programs.

At this time, there is no formal training of preceptors. The program director does work with all new preceptors to ensure that they understand the required competencies, the checklist and evaluation forms, and expectations. The program director does visit approximately 50% of preceptors onsite annually and will check at that time to see if there are any questions about the intern's performance, competencies, projects, and activities. Approximately 50 individual preceptors attend the Annual DI Graduation/Preceptor Luncheon and program updates and program changes are shared with preceptors at that time.

Faculty receive feedback from course evaluations. The program director also reviews feedback from program completion surveys with faculty and will work with individual faculty members if there are opportunities for improvement. Faculty members have modified course content, teaching methods, and course requirements based on intern and alumni feedback.

The program director reviews all preceptor evaluation forms submitted by interns. These provide information on the rotation experience and whether or not the intern would recommend the site/preceptor be used again for future rotations. Since most preceptors/sites only have 1-2 interns per year, feedback is not anonymous so the program director will selectively share feedback as appropriate. If an intern submits a negative evaluation of a preceptor, the program director will determine if the preceptor/site should be used again in the future. In general, sites that receive a "do not recommend" evaluation from interns are not used again in the future unless the program director has determines that a future placement would likely result in a better outcome due to factors such as improved or different staffing.

The program director works with the faculty on meeting accreditation requirements, especially SLOs. For example, it was noted in evaluations of interns in the management rotation, that one of the ACEND required SLOs was not being consistently met because some sites were not able to offer this experience to the interns. The program director worked with the faculty to develop an activity in class to meet this competency. This activity will then be evaluated to ensure that interns meet this requirement.

At this time, there is no formal training of preceptors. The program director works with preceptors to ensure that they understand the required competencies, the checklist and evaluation forms, and expectations. The required projects and competencies listed on the evaluation forms are based on ACEND SLO requirements. The program director does visit approximately 50% of preceptors onsite

San Francisco State University Self-Study

Based on ACEND Accreditation Standards



annually and will check at that time to see if there are any questions about the intern's performance, competencies, projects, and required activities.

2017 Accreditation Standard 8 Supervised Practice/Experiential Learning Sites (CP, DI, DT, FDE, IDE)

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 students are expected to achieve.

Instructions for this section:

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

Required Element 8.1 (CP, DI, DT, FDE, IDE)

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 students/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).

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Based on ACEND Accreditation Standards

In your narrative for this Required Element:

Summarize the selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of supervised practice sites including distance sites or sites chosen by students/interns.

If international experiences are provided, describe the selection criteria and evaluation process for those sites.

Discuss any situation where affiliation agreements are not required (such as a site being part of the program's organization or mutual agreement between the program's institution and supervised practice facility on waiving the requirement for a formal affiliation agreement).

Program Response:

Text input answer:

Please refer to Appendix 8.1a Supervised Practice Sites

Please refer to Appendix 8.1a Policy and Procedure for Supervised Practice Contracting

Please refer to Appendix 8.1b Student Placement Affiliation Agreement Template

Please refer to Appendix 8.1c Student Placement MOA Template

Please refer to Appendix 8.1d Supervised Practice Site Selection Evaluation

The program works with over 50 sites per year. These include hospitals, outpatient clinics, skilled nursing facilities, rehabilitation facilities, public health departments, senior nutrition programs, WIC clinics, non-profits, business, and other organizations and facilities. The majority of sites are utilized year after year for supervised practice. The majority of sites have at least one preceptor who has the RD credential. If the primary preceptor is not an RD, they must have the appropriate credentials for their position and have at least one year of experience (most have significantly more).

The program director matches supervised practice sites and preceptors with interns based on intern location, experience, interest, strengths, and areas for improvement. The program director works with each individual intern to understand his/her interests and work habits and attempts to match interns up to sites that they will be most likely to be successful at. This careful matching process has proved to be valuable as most interns rate preceptors and rotations overall as excellent or very good on the post program completion surveys. Additionally, after the completion of each supervised practice rotation, interns complete preceptor/site evaluation forms and approximately 90-95% of preceptors/sites are recommended to be used again for future rotations. Approximately 40% of interns receive a job offer from one of their preceptors upon program completion.

All sites are required to have a signed Affiliation Agreement or Memorandum of Affiliation (MOA) in place prior to an intern going to that site for supervised practice experience. Affiliation Agreements are typically used for hospital and clinical rotations and often cover the DI program as well as other SFSU clinical programs such as clinical lab or social work interns. The MOA is used specifically for this program and are typically used for smaller facilities, community programs, schools, small businesses, and non-profits. Some clinical facilities, schools, or other organizations require that SFSU sign their affiliation agreements. In this case, the program director will forward the agreement to the procurement department for review, revision if needed, and signature and return to the originating organization.

The program does not offer international rotations.

2017 Accreditation Standard 9 Information for Prospective Students and the Public (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must provide clear, consistent and accurate information about all program requirements to prospective students/interns and the public at large.

Instructions for this section:

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

Required Element 9.1 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

In your narrative for this Required Element:

Discuss how program policies, procedures, practices, and materials related to student/intern recruitment and admission comply with state and federal laws and regulations.

Program Response:

Text input answer:

Program policies for student recruitment and admission are required to meet University policies that are required to meet state and federal regulations. The University's non-discrimination policy can be viewed here: <http://bulletin.sfsu.edu/policies-procedures/regulations-procedures/nondiscrimination-policy/>

Required Element 9.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

All sources of information for prospective students/interns and the public must provide current and consistent information and each information source must provide a reference to where complete program information can be found.

In your narrative for this Required Element:

Describe where complete program information can be found.

Program Response:

Text input answer:

Complete program information can be found at the program's website: <http://fina.sfsu.edu/Dietetic%20Internship>

This information is reviewed and updated annually, around October, to ensure information is accurate for the upcoming Spring application match.

Required Element 9.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

Information about the program must be readily available to prospective students/interns and the public via a website and must include all the items listed in the **2017 Accreditation Standards for Nutrition and Dietetics Programs (Required Element 9.3a-l)**.

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

In your narrative for this Required Element:

Describe where all the listed information is contained, including active website links where the information can be found [Programs applying for candidacy should provide draft website information]

If the program has different tracks/pathways, information should describe the options available and requirements (such as cost, admission requirements) for each.

If the program has a distance education track, information should include technological competence and skills needed to participate; equipment requirements; and any additional costs for distance programming.

If program offers international rotations, information should describe the option, including costs.

If institution information is used, such as a catalog/bulletin, tuition, academic calendar, program's website must provide active links to this information.

Describe how all the listed information is made readily available to prospective students/interns and the public at large.

Describe the process for updating and maintaining accuracy and consistency of the information listed.

Program Response:

Text input answer:

Please refer to Appendix 9.3 Information to the Public Checklist

All information, a-j above is available on the DI program's website and links from this page: <http://fina.sfsu.edu/Dietetic%20Internship>

Program outcomes data is directly available on the website. Both k. (distance) and l. (interns finding own rotations) are not applicable. The program has only one track.

There are active links on the program's website to SFSU's graduate division and financial aid.

All information for prospective students/interns and the public at large is posted on the program's website:
<http://fina.sfsu.edu/Dietetic%20Internship>

The information on the website is reviewed at a minimum of once a year, around October, in preparation for the Spring applicant match. The program director reviews everything on the website and minimally revises and updates the following as needed: application requirements and relevant dates, program costs, and goals/objectives and outcomes data. Updated information is submitted to the FINA Department Chair and the Administrative Analyst/Specialist who review and then post the information online. Gainful Employment/Financial Aid required information is also updated annually.

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

2017 Accreditation Standard 10 Policies and Procedures (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must have written policies and procedures that protect the rights of students/interns and are consistent with current institutional practice.

Instructions for this section:

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

Required Element 10.1 (CP, DI, DPD/ISPP, DT, FDE, IDE)

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

- a. Admission Requirements: Programs must establish criteria to determine student/intern potential for success in the program.
- b. Student/Intern Performance Monitoring: The program's system of monitoring student/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 student.
- c. Student/Intern Retention: Students/interns with a minimal chance 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 student's/intern's supervised practice hours in professional work settings, simulation, case studies and role playing. Hours granted for prior learning, if given, also must be documented.

San Francisco State University Self-Study

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In your narrative for this Required Element:

Describe admission criteria used to determine student/intern potential for success in the program.

Describe the program's system of monitoring student/intern performance and how it provides for the early detection of academic difficulty and takes into consideration professional and ethical behavior and academic integrity of the student/intern.

Discuss how students/interns with minimal chances of success in the program are counseled into career paths that are appropriate to their ability.

Describe the program's procedures for tracking individual student's/intern's supervised practice hours in professional work settings, simulation, case studies and role playing.

Program Response:

Text input answer:

Please refer to Appendix 10.1a Individual Applicant Score Sheet

The program has received between 80-125 applicants per year in the last 5 years. The program participates in both the DICAS centralized application system and the D&D Digital Spring Match. From the DICAS application, DPD GPA and work/volunteer experience are used for the initial screening of applicants. Applicants who move past the first screen are then evaluated on other criteria including overall GPA, science GPA, grades in core classes, personal statement, and letters of recommendation. Based on this information, the top scoring 40-50 applicants are selected for a phone interview conducted by the program director. After that, the selection committee will review the applications of the top scoring 30-40 applicants. The committee meets to review and discuss applications and to rank applicants. The program director submits the ranked list to D&D Digital.

Academic requirements, professionalism, and ethical behavior, including the Code of Ethics, are discussed in program orientation and are in the DI Manual.

Since academic courses start before supervised practice rotations, interns can be evaluated on some assignments, presentations, and a test. Intern behavior such as tardiness, absenteeism, class participation, and other professional and ethical behavior can also be observed prior to the initiation of supervised practice rotation. If there is an academic or professionalism issue, the instructor of the course will discuss with the program director and a conversation can be had with the student in question. Interns who struggle with course material will receive counseling and guidance from the instructor and possibly the program director. Students are expected to maintain a 3.0 GPA in courses throughout the program with no course grade lower than a C.

The preceptors at each supervised practice site complete evaluation forms at the end of each rotation (and at the mid-point and at the conclusion of the hospital clinical rotation). Evaluation forms include professional attributes as well as evaluations of performance and ability to meet competencies. If an intern receives "needs improvement" on any of these areas, the program director will discuss with the intern and the preceptor if appropriate. Since interns each complete a minimum of five different rotations, there are likely additional opportunities to demonstrate improvement and the ability to meet requirements and competencies. Interns that have multiple issues or serious issues with performance or meeting competencies/SLOs will likely need to extend a rotation or complete an extra rotation in order to meet program requirements. Over the last five years, two interns were not meeting minimum requirements and required additional time to complete the program requirements. The program reserves the right to terminate an intern for poor performance. This has never been done in the 13+ years the program director has been involved in the program.

The program receives many applications for admission and is able to select typically highly qualified individuals who have demonstrated strong academic skills as well as the ability to work/volunteer in various settings. The program director works with each intern to identify strengths, weaknesses, work style, and areas of interest, and considers these qualities, interests, and strengths when planning site placements. Interns are placed in rotations that the program director considers are well suited for their experience and interests. For example, an intern who has limited previous clinical experience and who is not strongly interested in hospital clinical nutrition will typically not be placed in a large county trauma medical center. However, that intern will still be placed in a hospital setting where they will have the opportunity to work with patients with a variety of medical conditions including nutrition support and critical care.

Please refer to Appendix 10.1a Supervised Practice Hours Tracking Form.

All interns are scheduled for a minimum of 1212 supervised practice hours and 4 hours of simulation. If interns have a sick day or day off, they are required to make up those missed hours. Interns are to keep track of supervised practice hours on the tracking form. While the DI program does have many hours devoted to case studies and role playing, these hours are not counted towards the ACEND 1200 hour requirement. The program does allow for 4 hours of simulation from the UCSF Interdisciplinary Standardized Patient Exercise.

Required Element 10.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The policies and procedures specific to nutrition and dietetics programs listed in the **2017 Accreditation Standards (Required Elements 10.2a-t)** must be provided to students/interns, such as in a program handbook or on a program website. Programs offering tracks/pathways must document policies that differ between each track/pathway.

In your narrative for this Required Element:

Describe how and when written policies and procedures are provided to students/interns enrolled in all tracks/pathways of the program.

Discuss how the quality of services that are provided to students/interns are adequate to address their needs.

Explain the program or institution's process for filing and handling complaints about the program that includes recourse to an administrator other than the program director.

State whether any complaints have been filed against the program during the past seven years that have gone above the level of the program director for resolution [Not applicable to programs applying for candidacy]

Clarify whether credit for prior learning is given and if so, describe the process.

Explain any additional details about implementation of policies that are not described in the policies.

If program offers international rotation, information should describe policy and procedures specific to this experience.

Program Response:

Text input answer:

Please refer to Appendix 10.1 10.2 DI Policies and Procedures Checklist

Please refer to Appendix 10.2 Dietetic Internship Manual

The Dietetic Internship Manual contains all required written policies and procedures and is provided to interns at orientation, which is the first day of class in July. The manual is posted online on iLearn, the course management system which interns can access anytime they have internet access. Contents of the manual are reviewed at orientation.

Students are enrolled under the College of Extended Learning, and are therefore, not eligible for university healthcare insurance or services. Interns are eligible for federal financial aid, library services, and discount on fingerprinting services. The program provides access to The Academy's eNCPT and Nutrition Care Manual for interns.

The Program Director strives to speak with each intern individually a minimum of once a month during the internship program. It is expected if an intern has a concern or complaint, that s/he will contact the Program Director as soon as possible to discuss their concern or complaint. The Program Director is available via e-mail, cell phone, and in office hours to discuss any concerns or complaints interns may have. Interns should also communicate directly with faculty members or preceptors as appropriate or ask the Program Director to mediate if appropriate.

In the case where the Program Director is unable to satisfactorily address an intern's concern or complaint, refer to the following:

<http://bulletin.sfsu.edu/policies-procedures/regulations-procedures/concerns-complaints/>

<http://vpsaem.sfsu.edu/content/student-concerns-and-complaints>

In any situation where a student may be terminated from the program, the Program Director must present the situation to the Department Chair of the Family Interiors Nutrition & Apparel Department for approval.

No complaints have been filed against the program in the last seven years. No student has been terminated from the program in the last seven years. No student has dropped out of the program in the last seven years.

If an intern had significant experience in community nutrition or management, they may elect to skip that rotation and use those hours in another area of dietetics practice. The prior experience must have been extensive and a job description or description of accomplishments/responsibilities is required. The program does not give credit hours. All interns, regardless of prior experience, must still complete 1212 hours of supervised practice.

Additional Information

Instructions for this section:

Please upload one self-study report appendix document (required), following the instructions in Question #1. If you choose to submit a major program change (optional), please upload one change document, following the instructions in Question #2.

Programs must submit all appendix evidence identified in the Guidance Information for the ACEND Accreditation Standards for the Accreditation Standards under which you are seeking accreditation (see www.eatright.org/acend), as well as any additional materials the program wishes to include to support the narrative, in one searchable PDF file formatted using the Adobe bookmark feature (for more information about bookmarking a PDF document: <https://helpx.adobe.com/acrobat/using/page-thumbnails-bookmarks-pdfs.html>). Each document within the single PDF must be labeled, (for example, Appendix A); and the text narrative provided for the Required Element should reference the appendix evidence by this labeling.

Upload all required appendix evidence and any additional materials for the self-study report in one searchable, bookmarked PDF file.

Program Response:

Files uploaded for this question:

[SFSU Dietetic Internship Appendices for Self-Study.pdf](#)

Programs who wish to submit a major program change with their self-study report must submit all narrative and evidence identified in the Major Program Change Guidelines for the Accreditation Standards under which you are seeking accreditation (see www.eatright.org/acend) in one searchable PDF file formatted using the Adobe bookmark feature (for more information about bookmarking a PDF document: <https://helpx.adobe.com/acrobat/using/page-thumbnails-bookmarks-pdfs.html>). Each document within the single PDF must be labeled, (for example, Appendix A); and the text narrative provided for the Required Element should reference the appendix evidence by this labeling.

Upload all required narrative and evidence for the major program change in one searchable, bookmarked PDF file.

Program Response: