

**THE CANADIAN DIABETES EDUCATOR
CERTIFICATION BOARD®**

2019

Credit Portfolio Handbook



**Certification Maintenance
Application Deadline - February 1st**

Copyright © Canadian Diabetes Educator Certification Board
All rights reserved

Contact Information

For inquiries regarding your file with CDECB such as:

- Change of personal information (e.g. change of address, phone number)
- Your CDE® Certificate
- Fees and payments
- Your online account

and for inquiries regarding initial certification or certification maintenance by CDE® exam or Credit Portfolio, contact the CDECB as indicated below

cdecb@cdecb.ca

CDECB

13909 Hurontario Street, Inglewood (Caledon), Ontario, L7C 2C9

Phone: 905-838-4898

Fax: 905-838-4899

For questions related to your Credit Portfolio prior to submission, e-mail the Credit Portfolio Committee at

cpquestions@cdecb.ca

CDE® and ÉAD® are registered trademarks of the Canadian Diabetes Educator Certification Board and may not be used without permission. CDE® et ÉAD® sont des marques déposées du Canadian Diabetes Educator Certification Board; l'utilisation de ces marques doit être autorisée.

Table of Contents

Important Dates to Remember	6
Acronyms for terms found in this Handbook.....	7
Certification Maintenance by Credit Portfolio.....	8
Part 1.....	10
Building your Credit Portfolio.....	10
Professional Development Activities.....	11
Accreditation of activities.....	11
Credit value of an activity.....	11
Credit Collection Period / Credit Collection Years.....	12
Documenting Activities.....	13
Activity forms	13
Updated forms	14
Who can sign my forms?	14
Dates on activity forms and supporting documents	14
What is the CTFNno?.....	14
Credit for Activities – definition and limits.....	15
Required credits	15
Submitted credits	15
Accepted credits.....	15
Accepted credits are.....	15
Activity and category credit limits.....	15
Questions.....	17
Part 2.....	18
Activity categories	18
Professional development and leadership activities.....	18
Activities eligible for credit.....	19
Activity Assessment Guide	21
CDE® Competencies	22
Category 1 - Practice Review/Self-Assessment	22
1: Self-Assessment of a Learning Objective/ Report on Self-Study Plan.....	22
Category 2 - Organized Learning Activities.....	24
2A: Short Term Learning Events.....	24
2B: Formal Courses.....	28
2C: Web Based Learning Events	30
2D: Insulin Pump Training, Continuous Glucose Monitoring System/Device Training	31
Category 3 – Self-Study - Reading	33
3A: Self-Study Reading - Diabetes Canada Clinical Practice Guidelines®	33
3B: Self-Study Reading - Journal Articles.....	33
3C: Self-Study Reading - Books.....	35
Category 4 - Educational Development/Teaching Activities	36
4A: Development and Evaluation of New Diabetes Related Education Resources	36
4B: Development or Significant Revision of a Program for Preceptorship of Students or New Diabetes Educators.....	38

4C: Preceptorship of a Student or New Diabetes Educator	39
4D: Short Presentations or Teaching	40
4E: Professional Event Presentation	42
4F: Teaching or Tutoring in a Course in an Academic or Recognized Institution.....	43
4G: Writing and/or Review of Examination Questions for a Regulatory Body	43
Category 5 - Publications, Quality Improvement and Research Activities	44
5A: Peer-Reviewed Publications.....	45
5B: Non-Peer-Reviewed Publications, Case Studies and Letters to the Editor	45
5C: Involvement in a Research Project - Proposal Writing Component	46
5D: Involvement in a Research Project - Implementation, Data Analysis, Interpretation and Dissemination Phases.....	47
5E: Involvement in Quality Improvement – Creating the Project Charter	48
5F: Involvement in a Quality Improvement Project - Implementation.....	48
5G: Development of Policies and Procedures	49
5H: Editorial Board, Editor or Associate-Editor for Diabetes Related Professional Journal.....	50
5I: Development of Best Practice Guidelines or Clinical Practice Guidelines, Member of an Expert Panel	50
5J: Program Evaluation – Design and Implementation	51
5K: External Reviewer for Provincial, National or Regional Diabetes Resources.....	52
Category 6 – Professional Engagement and Initiative Activities	52
6A: Professional Engagement in Diabetes Education	52
6B: CDE® Acting as an Expert and/or Advisor	54
6C: Diabetes Camp Experience.....	55
Part 3.....	56
Applying for Certification Maintenance by Credit Portfolio.....	56
Step 1: Prepare portfolio submission	56
Step 2: Complete online application form and payment	57
Step 3: Submit your portfolio	58
Fees	58
Result Notification.....	58
Successful Candidates	58
Unsuccessful Candidates	58
Appealing the Results of Certification Maintenance	59
Revocation of Certification.....	59
Appendix A - CDE® Competencies	59
Appendix B –Credit Summary Form – Working Copy	60
Appendix C -Sample Completed Activity Forms	63
Form 1: Part A- Self-Assessment of a Learning Objective	63
Form 1: Part B- Report on a Self-Study Plan	64
Form 2A: Short Term Learning Events of 4 Hours or Less.....	65
Form 2A: Short Term Learning Events of more than 4 hours	66
Form 2A: Short Term Learning Events - Short Courses	67
Form 2B: Formal Courses	68
Form 2C: Web Based Learning Events.....	69
Form 2D: Insulin Pump Training, Continuous Glucose Monitoring System/Device Training.....	70
Form 3A: Self-Study Reading - Diabetes Canada Clinical Practice Guidelines	71

Form 3B: Self-Study Reading - Journal Articles	71
Form 3C: Self-Study Reading - Books	72
Form 4A: Development and Evaluation of New Diabetes Related Education Resources.....	73
Form 4B: Development or Significant Revision of a Program for Preceptorship of Students or New Diabetes Educators	74
Form 4C: Preceptorship of a Student or New Diabetes Educator.....	75
Form 4D: Short Presentations or Teaching	76
Form 4E: Professional Event Presentation	77
Form 4F: Teaching or Tutoring in a Course in an Academic or Recognized Institution	78
Form 4G: Writing and/or Review of Examination Questions for a Regulatory Body.....	79
Form 5A: Peer-Reviewed Publications	79
Form 5B: Non-Peer-Reviewed Publications, Case Studies and Letters to the Editor.....	80
Form 5C: Involvement in a Research Project – Proposal Writing Component	81
Form 5D: Involvement in a Research Project – Implementation, Data Analysis, Interpretation and Dissemination Phases.....	82
Form 5E: Involvement in Quality Improvement – Creating the Project Charter	83
Form 5F: Involvement in a Quality Improvement Project – Implementation.....	84
Form 5G: Development of Policy and Procedures	85
Form 5H: Editorial Board, Editor or Associate-Editor for Diabetes Related Professional Journal	86
Form 5I: Development of Best Practice Guidelines or Clinical Practice Guidelines, Member of an Expert Panel	86
Form 5J: Program Evaluation - Design and Implementation	87
Form 5K: External Reviewer for Provincial, National or Regional Resources	88
Form 6A: Professional Engagement in Diabetes Education	89
Form 6B: CDE® Acting as an Expert and/or Advisor	90
Form 6C: Diabetes Camp Experience	91

Important Dates to Remember

Fall	Registration opens for upcoming Examination and Credit Portfolio.
December 1	Last date to submit a question to the Credit Portfolio Committee by email with a guaranteed response prior to the application deadline.
January 1	The date your credit collection period begins if this is not your first maintenance cycle
February 1	Application Deadline - The deadline to complete your online application form, online credit summary form, payment in full, and send in the required copies of your portfolio. Portfolios postmarked after February 1 st will not be accepted and will be returned, without exception.
June 1	The date your credit collection period begins if this is your first maintenance cycle
June 1- December 1	Date range to submit questions to cpquestions@cdec.ca .

Acronyms for terms found in this Handbook

Term	Acronym	Term	Acronym
American Diabetes Association	ADA	Diabetic Ketoacidosis	DKA
American Association of Diabetes Educators	AADE	Digital Object Identifier; a unique alphanumeric string assigned by a registration agency (the International DOI Foundation) to identify content and provide a persistent link to its location on the Internet	DOI
Canadian Council on Health Services Accreditation	CCHSA	Diabetes Nurse Educator	DNE
Canadian Diabetes Educator Certification Board	CDECB	European Association for the Study of Diabetes	EASD
Canadian Society of Endocrinology and Metabolism	CSEM	French translation of CDE®	EAD
Carbohydrate	CHO	Forum for Injection Technique	FIT
Certified Diabetes Educator	CDE®	Hemoglobin A1C	A1C
Certification Maintenance	CM	How to Guide for Certification Maintenance by Credit Portfolio	HTG
Certification Maintenance by Credit Portfolio	CM by CP	Hyperosmolar hyperglycemic state	HHS
Clinical Practice Guidelines	CPG	International Diabetes Federation	IDF
Credit Collection	CC	International Society for Pediatric and Adolescent Diabetes	ISPAD
Credit Collection Period	CCP	Juvenile Diabetes Research Federation	JDRF
Credit Collection Year	CCY	Major Depressive Disorder	MDD
Continuing Education Credits/Units	CE, CEU	Number	No.
Continuous Glucose Monitoring	CGM	Plan/Do/Study/Act	PDSA
Continuing Medical Education	CME	PDT* -for the purposes of this publication will be referred to as "RD".	PDT
Credit Portfolio	CP	Professional Section of Diabetes Canada	PS
Credit Portfolio Handbook	CPH	Registered Dietitian*	RD*
CDECB Identification Number	CTFNno	Registered Nurse	RN
Diabetes Canada	DC	Self-Monitoring of Blood Glucose	SMBG
Diabetes Education Centre	DEC	Quality Improvement	QI
Diabetes Educator Section (now Professional Section)	DES	World Diabetes Congress	WDC

Certification Maintenance by Credit Portfolio

CDE/ÉAD® certification designation is valid for a period of 5 years.

A Certified Diabetes Educator (CDE®) may choose to maintain their CDE® designation after the initial 5-year period by one of two methods:

- Successfully writing the Certified Diabetes Educator (CDE®) exam; or
- Through a process called Certification Maintenance by Credit Portfolio.

As long as a CDE® is registered with a regulatory body in Canada as a health professional and has a current CDE® designation, they are eligible to perform Certification Maintenance by Credit Portfolio to renew their CDE® certification for another 5 years.

What is Certification Maintenance (CM) by Credit Portfolio (CP)?

The CM by CP is a process where a CDE® can complete professional development activities to enhance their existing diabetes knowledge and demonstrate competency beyond their initial certification (acquired by writing the CDE® exam).

You can earn credits, as listed in this Handbook, for those activities that either enhance your competency or demonstrate professional leadership as a CDE®.

How many credits do I need?

To be successful at CM by CP **250 credits must be accepted** by the CDECB Credit Portfolio Committee. As a CDE®, it is recommended that you collect and submit more than 250 credits to allow a reserve, should some of the credits you submit not be accepted by the Credit Portfolio auditors.

During your Credit Collection Period (CPP), you as a CDE, can document your diabetes related activities and professional leadership on the appropriate activity forms provided by CDECB to compile your portfolio if you so choose to maintain your CDE designation by this process.

What information do I need to provide?

To obtain credit for professional development activities and professional leadership, and to be considered valid, **activity forms may also require:**

- additional supporting documentation, such as certificates of attendance;
- signatures, dates and contact information from individuals such as supervisors to verify activities;
- letters and/or other documentation to verify professional leadership; and
- transcripts and/or course outlines.

It is important ensure these are included in your portfolio.

Required documentation is explained further in Parts 1 and 2 of this Handbook. Part 3 provides further details on the CM by CP process.

How do I apply for Certification Maintenance by Credit Portfolio?

You must complete the online application and credit summary form with payment in full at cdecb.ca and send in your portfolio by February 1 of the year you are applying.

When can I apply for CM by CP?

- Application for CM by CP can be made once a year.
- Registration for the Examination and Credit Portfolio will be available in fall of the year prior.
- You must complete the online application at cdecb.ca and postmark your completed portfolio by February 1 of the year you are applying.

[Part 3](#) of this Handbook provides additional details on the application process.

When will I know whether I have been successful in CM by CP?

CM by CP results are mailed around the first week of July. Individuals who have written the CDE® exam will have their results mailed out at the same time.

Part 1

Building your Credit Portfolio

Building a Credit Portfolio is intended to be an ongoing process where you document your diabetes related professional development and leadership activities and related [competencies](#) to show how you have continued to enhance and maintain your diabetes knowledge and expertise.

Immediately after successfully achieving your CDE® designation, you can begin documenting your activities on an ongoing basis during your 5 year Credit Collection Period (CCP).

Step 1: Read the entire Credit Portfolio Handbook (CPH) to become familiar with the process.

Step 2: If you decide to build a Credit Portfolio, download the CPH and activity forms.

Step 3: Document your diabetes related professional development and leadership activities **as you complete each one on the appropriate activity form**. For example:

- You attend a Diabetes Canada / CSEM Professional Conference. This diabetes specific conference provides an attendance certificate, which indicates the Continuing Education credits provided during the conference. With your attendance certificate as supporting documentation, you can claim a maximum of 20 credits under Activity 2A.
- You read 4 articles from the Canadian Journal of Diabetes. After reading the journal articles, you can record each article on the Activity 3B form, and then claim 1 credit per accredited journal article for a total of 4 credits.

Record your diabetes related professional development and leadership activities as they occur. If you wait until the last minute, it can be difficult to find records, recall activities, and collect supporting documents.

Some Activity forms require a verifying signature. It is easier to have these signed when an activity is completed, rather than waiting until your CM by CP application is almost due.

Professional Development Activities

Only the diabetes related professional development and leadership activities listed in the CPH may be claimed for credit. While the CPH lists a wide range of activities, not everything you may do for professional development or leadership will be eligible for credit.

You **can claim credit** if:

- the activity is described in the CPH; **and**
- it is related to the CDE® competencies; **and**
- you have the supporting documentation required.

You **cannot claim credit** if:

- the activity is not described in the CPH; **or**
- the activity is not related to one or more CDE® competency; **or**
- you do not have all the required information/supporting documentation; **or**
- the activity does not meet all the listed criteria for the specified category.

Activities must be:

- **diabetes related;** and
- **demonstrate new learning** beyond what you as CDE® needed to know to pass your first writing of the CDE® exam (e.g. you would not be able to claim credit for an introductory health professional course on diabetes); and
- **claimed as a whole event.** You may not break down an event in order to claim more credit than what you could claim for the entire event. For example, the maximum credits you can claim for a one day diabetes continuing education workshop is 5, even if the event provided 6 hours of education.

Accreditation of activities

- CDECB **does not accredit** any professional development activities.
- If you receive a continuing education certificate specifying the CE, CEU or CME hours from the activity provider/sponsor after attending a diabetes related professional development activity, please be advised that the CDECB is under **no obligation to accept the activity or hours** stated.
- Refer to category 2 section of this manual for further information on credit hours.

Credit value of an activity

Only the credit value (CV) listed in the CPH may be claimed/accepted towards CM.

CV (or CE, CEU, CME) hours assigned by activity providers/sponsors may not be the same amount you can claim for the professional development activity.

For example, while a Diabetes Canada (DC), International Diabetes Federation (IDF) Congress or American Diabetes Association (ADA) conference may be accredited for 24 CME credits and provide you with a certificate stating this, [section 2A: Short Term learning events](#), indicates you may only claim a maximum of 20 CV hours towards CM.

Credit Collection Period / Credit Collection Years

The CCP is divided into 5 Credit Collection Years (CCY).

How do I know when my CCP or CCY begins?

The start of your CCP/first CCY depends on how you earned your current CDE® designation.

Year 1

- If you obtained your CDE® by exam for the first time, then your first CCY begins **June 1** of the year you obtained your CDE® designation. This date also applies to candidates with a lapsed CDE® designation and who later regained their CDE® designation (by writing the exam).
- If your current CDE® designation was obtained by CM, your first credit collection year starts **January 1** of the year you performed CM.

Years 2-5

- Credit collection years **2 to 5** will start **January 1 and end December 31**.
- All credits must be earned by **December 31** of your **fifth** CCY.

Table 1: Summary of CDE Credit Collection Periods and Credit Collection Years

	Credit Collection Year (CCY)	Start Date	End Date
Credit Collection Period (CCP)	1	January (CM by CP) June 1 (initial CDE®) or June 1 (regained CDE® by exam)	December 31
	2	January 1	
	3		
	4		
	5		

Specify your CCY for an activity using the calendar year i.e., 2017 instead of year 1, 2, etc.

How many credits can I collect each year?

- You can participate in as many diabetes related professional development and leadership activities as desired each year.
- However, some categories have a limit on the number of credits that can be claimed. Refer to Table 2.

What else do I need to know about the CCP and CCY?

- All professional development and leadership activities you wish to claim **must have taken place during your credit collection period (CCP)**.
- Any credits claimed for activities that occur **before, or end after your CCP, will not** be accepted.

Documenting Activities

How do I document my activities?

Document your diabetes related professional development and leadership activities on the appropriate activity category forms linked throughout the CPH in the various activity categories, or go to www.cdecb.ca, click on the [Credit-Portfolio](#) drop down menu to download the activity forms.

During each 5 year CCP, a maximum of two CPH will be issued. You may use the activity forms from either one or both of them to document your professional development activities. Activity forms will indicate the CPH with which they are associated. An activity form with “Issued: 2019 is associated with the 2019 CPH and must be completed as described in the 2019 CPH.

Use activity forms issued during your current credit collection period.

Other forms will not be accepted.

Activity forms

Activity forms are available in Adobe PDF format under the [Credit-Portfolio](#) drop down menu on the [CDECB website](#). Please complete the forms as specified below.

Keyed Entries:

Use this version to key in your professional development activities. You will be able to move the cursor from cell to cell enter the required information. Should the cell not accommodate all of the information you wish to supply use a second form and indicate in the cell you have included a second form. You may store the form electronically. You will need to print one copy for submission.

Handwritten entries: Print the PDF fillable form. Complete all entries by hand. Entries must be legible.

***TIP:* remember to complete the form specifying:**

- the total credits on the page, and
- the portfolio page number.
- If required, obtain signatures and ensure the signer’s information is complete.

Updated forms

From time to time CDECB updates the activity forms. The most recent forms will be found on the CDECB.ca website under [Credit-Portfolio](#).

- If the activity form was issued during your current CCP, the form may be used to document activities.
- Once you have completed an activity form, you **do not** have to transfer the information to a more recent version of the form.

Who can sign my forms?

Where required, the completed activity form must be reviewed, signed and dated as indicated on the form.

When signatures are required for verification:

- Your employment supervisors (manager, supervisor, director), *who can verify the information related to the credits claimed on the form*, are the preferred signatories.
- Another CDE® who is familiar with your practice may sign, providing contact information and their **current** CTFNno **only** if the manager/supervisor/ director is unable to sign and **only** if that CDE® has personal knowledge of your participation in the activity.
- Contact information for the individual who signed the form(s) **must be included** for verification purposes. The person signing must provide the requested contact information so that the CDECB committee can contact them as deemed necessary.
- All signatures are subject to verification.
- You may not sign your own form.

Dates on activity forms and supporting documents

The accepted date format is either dd/mm/yyyy or dd month yyyy where the month is spelled out completely, e.g. 01/09/2020 or 01 September 2020.

Numerical dates must be listed as dd/mm/yyyy, e.g. 01/09/2020 will be interpreted as 1 September 2020, not January 9, 2020.

If you enclose documents in your portfolio where the numerical date is ambiguous, write out the actual month near the date, e.g. 01/09/2020 should appear as 01SEPT2020.

What is the CTFNno?

The CTFNno. is a unique 10-digit number that CDECB uses to identify you.

Your CTFNno. is found on the lower left hand corner of your CDE® certificate or within your [account](#) at www.cdec.ca. You will need your number to complete some of the activity forms.

Credit for Activities – definition and limits

There are three types of credits: required, submitted and accepted. These are interrelated and it is important to understand each type.

Required credits

Required credits are the 250 credits that must be accepted by the CDECB to maintain your CDE® designation using CM by CP.

Submitted credits

- Submitted credits are the number of credits for activities that you document and submit on activity forms (together with supporting information, where required) summarized on the Credit Summary Form.

The activities documented in your portfolio **must match and support the credits** you indicate **on your Credit Summary form**. If not, CDECB will only accept the lower number of submitted credits from either your Credit Summary form or as documented on the activity forms in your portfolio.

How many credits can I submit?

- There is **no limit** to the number of credits you may submit.
- You are strongly encouraged to submit more credits than the categories accept as the required credit limit (see category credit limit which follows each category). This gives you a surplus if some of the credits you submitted are not accepted.

Accepted credits

Accepted credits are the credits that CDECB accepts from those submitted.

The accepted credits must equal or exceed the **250 required credits** to achieve CM. The Credit Summary form and portfolio of activity forms with supporting documentation must contain enough accepted credits to reach 250.

Activity and category credit limits

To ensure variety in the diabetes related professional development and leadership activities used to maintain your CDE® by CM, there are credit limits for both categories and activities.

- Categories 2 thru 6 - a **maximum of 125 accepted credits per category**.
- In categories 2 thru 6 - some activities will only be accepted once per CCY while others will only be accepted once per CCP.
- Category 1 - maximum of 5 credits per CCY and total of 25 credits per CCP.
- Activity Limits. Some activities are only accepted once per CCY, while others will only be accepted once per CCP.

Table 2 summarizes these limits.

Table 2: Accepted Credit Limits per Activity

Activity Category	Accepted Credit Limit per Activity		Maximum Accepted Credit Limit per CCP
	Credit Value	Activity	
1	5	CCY	25
2A	Varies	activity dependent	125
2B	10	course completed	
2C	Varies	activity dependent	
2D	5	training event completed	
3A	10	Diabetes Canada 'Clinical Practice Guidelines'	125
3B	Varies	activity dependent	
3C	Varies	activity dependent	
4A	10	resource/program	125
4B	10	program developed or significantly revised.	
4C	10	type of preceptorship (each type of preceptorship is accepted once in a CCP)	
4D	5	presentation or teaching	
4E	10	professional conference presentation	
4F	10	course or year of tutoring	
4G	5	CCY per regulatory body	
5A	15	published peer-reviewed item	125
5B	5	published non-peer-reviewed item	
5C	15	proposal (a proposal may only be claimed once in a CCP)	
5D	15	project	
5E	15	project charter (a project charter may only be claimed once in a CCP)	
5F	15	completed quality improvement project	
5G	10	policy and procedure developed	
5H	20	CCY	
5I	20	project per CCP	
5J	5	program evaluated per CCP	
5K	5	external review performed	
6A	15	position per CCP	125
6B	10/	group per CCY	
6C	10/	CCY	

Questions

What if I have questions?

This CPH should provide you with answers to most of the questions you have on the Certification Maintenance by Credit Portfolio process.

The [Credit Portfolio](#) section of the [CBECB website](#) contains a Credit Portfolio [Frequently Asked Questions \(FAQs\) page](#).

If after reviewing both of these sources, you still have a question that cannot be addressed by either of the above, between June 1 and December 1 you may submit a question to cpquestions@cdecb.ca.

The Credit Portfolio Committee will attempt to provide answers for questions **not addressed in the above**.

TIP:

- An autoreply response is sent when your email is received on the CDECB server. Read receipts are not sent.
- Should your submission not receive an autoreply response please communicate directly with our office at cdecb@cdecb.ca and advise you have sent an email and have not received an autoreply. Do not resend the question to this email address.
- Replies are based upon the current CPH, unless the question specifies another CPH or HTG is being used e.g. "I'm using a 2018 How to Guide...." Attach examples to help address your question, if needed.
- Response time will depend on your question, the volume of emails, holiday periods, etc.
- Questions **must be submitted before December 1** to guarantee a response before the application deadline.

Part 2

Activity categories

The diabetes related professional development and leadership activities you can document and claim for credit are divided into six categories:

1. Practice Review/Self-Assessment.
2. Organized Learning Activities.
3. Personally Designed Learning.
4. Educational Development/Teaching Activities.
5. Publications, Quality Improvement and Research Activities.
6. Professional Engagement and Initiative Activities.

While you must collect credits from **at least 2 categories**, you do **not** need to collect credits in each category.

Professional development and leadership activities

In this section, a detailed description of the activities within each of the six categories is provided. The description provides the following information:

- A definition and description of the activity including brief examples.
- Criteria for each activity.
- The required supporting documentation, which you must include in your CP.
- Number of credits you may claim for the activity.

Note: Completed sample forms for each category can be found in [Appendix C](#).

Please read this section carefully to become familiar with the professional development and leadership activities in each category and the required documentation and/or signatures that must be included.

Activities eligible for credit

The professional development activity/new learning must be diabetes related.

The activity must enhance your competency as a CDE® to work with those living with diabetes and their families. [Diabetes Canada \(DC\)](#) and the [International Diabetes Federation \(IDF\)](#) identify the following diabetes related complications, management and care strategies:

Complications	
Anxiety disorders	Eye disease and damage (e.g.; diabetic retinopathy)
Cardiovascular disease	Hypertension
Celiac disease	Kidney or renal disease
Depression	Neuropathy and related nerve damage
Diabetes foot related issues	Oral health
Eating disorders	Pregnancy related (gestational or pre-existing diabetes)
Gastroparesis	
Management and Care Strategies	
Brief Action Planning/Goal Setting*	Smoking Cessation*
Exercise	Sleep Apnea*
Motivational Interviewing*	Weight Management
* When directly linked to diabetes	

Professional development activities may not all be diabetes related even when there is new learning for you as a health professional.

Unless your new learning is diabetes related, the CDECB does not accept credit claimed for an activity if the new learning would apply equally to the general population or it is related to your employment role.

Examples of professional development or new learning **not accepted for credit**:

- CPR
- Customer retention/influencing
- Electronic medical record charting
- Exercise courses
- Vaccination/immunization courses
- Wealth/money courses

Credit claimed for activities **is not accepted** where:

- Education is provided directly to people with diabetes, families, those at-risk to develop diabetes, no matter where the education is provided – hospital, community centre, home, electronically (e.g.; via webinar) or community location.*
- The activity is for public events such as health fairs, community fairs, diabetes fairs or picnics, pharmacy fairs or displays, health promotion presentations in schools or similar venues where basic diabetes information is presented / reviewed either in an employment or volunteer role.

***Exception:** Diabetes summer camp education found in [Category 6](#) of this guide.

Only the items listed in the CPH can be claimed for professional development or leadership activity credits.

You **can claim credit** if you are able to meet **all** the following criteria:

- the activity/ new learning relates to one or more CDE® competency
- all the required information is provided on the activity forms
- the required supporting documentation is included
- the activity or other forms are signed, dated and include contact information as required.

Submitted credits that do not meet **all** the required criteria **will not** be accepted for credit.

Use the Activity Assessment Guide on the next page to help you assess your activities and their potential for credit.

Activity Assessment Guide

Review the approved categories to become familiar with the specific activities in each one.	
Consider your current diabetes related professional development activities and what you may be able to do in the future to enhance your learning and claim activity credits.	
If you are unsure about whether or not an activity will receive credit, use the following questions to help you decide.	
1. Does the activity involve diabetes education for people with or 'at risk' to develop diabetes or their families? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> NO YES </div> <div style="margin-top: 10px;"> </div>	Diabetes education with clients/ patients/families is <u>not</u> eligible for credit
2. Ask yourself, "Have I been exposed to new diabetes related learning in this development or leadership activity?" <div style="display: flex; justify-content: space-around; margin-top: 10px;"> YES NO </div> <div style="margin-top: 10px;"> </div>	Not eligible for credit unless there has been or will be the potential for new learning
3. Ask yourself, "Has or will participation in this activity help me enhance my competency in one or more of the CDE® competencies, or does it represent professional diabetes leadership?" <div style="display: flex; justify-content: space-around; margin-top: 10px;"> YES NO </div> <div style="margin-top: 10px;"> </div>	Activities for credit need to enhance competency or demonstrate diabetes professional leadership, so this likely would <u>not</u> receive credit
This activity will likely qualify for credit when it meets required criteria and supported with the required documentation and signature(s).	

Examples:

Activities accepted	Activities not accepted
Professional level course on smoking cessation	Community course to become a certified Urban Pole (Nordic Walking Instructor)
Weight management course offered by American Dietetic Association	Electronic Medical Record documentation for South Shore Health Authority

Diabetes leadership activities

Professional diabetes leadership is where the CDE® acts as diabetes professional to guide or direct the decision making process of a group/committee/organization resulting in an enhancement of diabetes education, management, knowledge or practice.

CDE® Competencies

As a CDE® wishing to maintain your certification by CP, your professional development activities **must** meet the CDE® competencies. To help demonstrate this, some activity forms require that you list one to three CDE® competencies related to the activity. A complete list of competencies can be found in [Appendix A](#). The [CDECB.ca](#) website also contains a complete list of [CDE® competencies](#).

Category 1 - Practice Review/Self-Assessment

1: Self-Assessment of a Learning Objective/ Report on Self-Study Plan

The Self-Assessment of a learning objective and outline of a Self-Study Plan may be done annually to help guide your diabetes related professional development over the next five years.

Credit Value: 5 Credits per Credit Collection Year

This is a formal process of self-assessment. You must determine your own learning needs after reflecting upon your current practice and identifying your knowledge and/or skill gaps.

- The learning objectives must be different for each CCY.
- One **completed Form 1 Part A and B** will be accepted per CCY (5 credits).

You must:

- Use a different Form 1 Part A and B for each CCY and clearly indicate the year.
- Step 1: Complete Activity Form 1 Part A. Identify your learning objective(s) and plan.
- Step 2: Complete Activity Form 1 Part B. Report on the progress you have made to meet your learning objectives.

Step 1: Complete Activity Form 1 Part A. Identify your learning objective(s) and plan.

- To determine a learning objective consider:
 - The CDE® competencies for diabetes education – are there gaps in your knowledge or skill level?
 - Controversies/clinical issues or problems in your professional practice where you want to learn more, based on interaction with your clients who live with diabetes.
 - Feedback from an external review of your professional practice.
 - Your desire for more information/understanding about a diabetes related subject you encountered while reading, during discussion with colleagues, at an educational event, etc.
- The learning objective* should:
 - indicate what knowledge and/or skill you require
 - start with a verb and include a condition, a behavior and criterion

To Claim Credit in 1 Part A: Self-Assessment of a Learning Objective	
Complete form	Part A: Self-Assessment of a Learning Objective
Include:	<ul style="list-style-type: none"> • CCY the learning needs applies to • A learning objective • 1 to 3 related CDE® competencies • Describe how the learning objective relates to your practice • Professional development activities/methods to help meet the objective
To view a completed sample form: pg.# 63	Part A: Self-Assessment of a Learning Objective

Step 2: Complete Activity Form 1 Part B. Report on how you met your learning objectives.

To Claim Credit in 1 Part B: Report on Self-Study Plan	
Complete form	1 Part B: Report on Self-Study Plan
Include:	<ul style="list-style-type: none"> • Date completed • Activities/methods used to meet learning objective • A summary of your new learning • Description of how you will use this knowledge in your diabetes practice • Self-reflection on your ability to achieve your learning objective
To view a completed sample form: pg.# 64	Part B: Report on Self-Study Plan

Tip: You may also use the activities performed to complete your self-study plan for credit in other categories. The activity must meet the stated criteria for the other category.

Category 2 - Organized Learning Activities

There are 4 activities under this category:

- 2A: Short Term Learning Events
 - Learning events of 4 hours or less
 - Learning events of more than 4 hours duration. Includes diabetes specific conferences; e.g. IDF, Diabetes Canada (DC), EASD, ADA, AADE, Diabète Québec and non-diabetes specific conferences.
 - Short Courses (6 hours or more)
- 2B: Formal Courses
- 2C: Web Based Learning Events
- 2D: Insulin Pump Training, Continuous Glucose Monitoring System Training

A learning activity must be considered as single event.

Individual components of an activity cannot be claimed as separate items. For example, a course which has 10 one-hour webinars, would be claimed as a Short Course. You cannot claim each webinar of the course for credit.

2A: Short Term Learning Events

These are live events you attend. Online events are claimed under activity 2C: Web Based Learning Events.

Criteria:

The learning event must:

- Provide you with new diabetes related learning;
- Have direct relevance to diabetes education, care or management;
- Be related to at least one CDE® competency; and
- Be 30 minutes or more in length.

There are three subcategories:

- Learning events of 4 hours or less
- Learning events of more than 4 hours
- Short Courses

As you may only claim professional learning time when calculating the length of an event, you cannot include time allocated to:

- Registration
- Opening remarks
- Business or other meetings
- Breaks
- Meals (e.g. Breakfast, Lunch)

Examples of short term learning events:

- Conferences
- Seminars
- Program study group
- Journal club
- Workshops
- Lectures
- In-services
- Rounds (general ward rounds are not accepted)
- Diabetes Canada Professional Section sponsored education events
- Education sessions while attending the Diabetes Canada Professional Section Leadership Forum or Chapter events
- Diabetes related education events sponsored by industry

These events may be hosted by a variety of organizations or sponsors such as:

- Professional associations: such as Diabetes Canada (DC), American Diabetes Association (ADA), American Association of Diabetes Educators (AADE);
- Colleges or universities;
- Health authorities, care institutions, government;
- Community agencies; or
- Diabetes related industry sponsors.

Tip: Basic operation of blood glucose meters and/or insulin pens cannot be claimed for credit. However, learning activities including pattern management and insulin adjustment may be accepted.

Learning Events of 4 Hours or Less

Credit Value: 0.5 credits for each 30 minutes (1/2 hour) of learning time, rounding to the nearest 30 minutes.

Example:

- A 1 hour event, claim 1 credit
- A 1 hour and 15 minute event, claim 1.5 credits
- You do not need to provide supporting documentation.

To Claim Credit in 2 A: Short Term Learning Events of 4 hours or less	
Complete form	2A: Short Term Learning Events of 4 hours or less
Include:	<ul style="list-style-type: none"> • Item number (number the event in a list format) • Date of attendance (date) • Name of Event, and Organization or Sponsor • 1 to 3 CDE® competencies related to the event • Topic • Length in hours • Number of credits claimed for the event
To view a completed sample form: pg.# 65	<u>2A: Short Term Learning Events of 4 hours or less</u>

Learning Events of More than 4 Hours

- **Daily credit maximum for a one-day learning event (of more than 4 hours) is 5.**
Example: A 4 hour and 15 minute event, claim 4.5 credits. A 6 hour event, claim 5 credits.

For major diabetes specific conferences- organized by international, national or provincial associations or organizations; e.g. IDF, DC, EASD, ADA, AADE, Diabète Québec.

- You may claim up to **5 credits per day** to a **maximum of 20 credits** for the entire conference.
- Pre or post conference symposia surrounding a diabetes specific conference may be claimed under **Learning Events of 4 Hours or Less**, as appropriate.

Other (non-diabetes) conferences

Examples: Canadian Medical Association, Dietitians of Canada, Canadian Society of Nephrology, Canadian Celiac Association, International Conference on Reproduction, Pregnancy and Rheumatic Diseases.

- You may only count the time spent attending **diabetes specific learning activities**.
- Learning time is cumulative over the duration of the conference.
- The **maximum** credit that may be claimed for an **entire non-diabetes conference is 5**.
- The diabetes specific sessions need to be related to one or more CDE competencies

To Claim Credit in 2 A: Short Term Learning Events of more than 4 hours	
Complete form	2A: Short Term Learning Events of more than 4 hours
Include:	<ul style="list-style-type: none"> • Item number • The date of attendance • Name of Event and Organization or Sponsor • 1 to 3 CDE® competencies related to the event <ul style="list-style-type: none"> • For non-diabetes conferences: <ul style="list-style-type: none"> ○ List the diabetes specific session(s) attended ○ Provide a sentence on your new learning related to the CDE competencies ○ Include the conference's agenda as supporting documentation • Length in hours/days • Number of credits claimed for the event (credits) • Indicate that the supporting documentation is in your CP <ul style="list-style-type: none"> ○ For major diabetes specific conferences - a signed and dated attendance certificate ○ All events other than major diabetes specific conferences - a signed and dated attendance certificate and an agenda
To view a completed sample form: pg.# 66	2A: Short Term Learning Events of more than 4 hours

Short Courses

Credit Value: 5 credits per Short Course

In general, a Short Course is a learning event that:

- has a single theme or topic focus related to diabetes; and
- has 6 hours or more in professional development activity.

Examples include:

- Short, diabetes related self-study courses including those provided online for professionals
- Coaching or motivational interviewing type courses such as:
 - Choices and Changes: Motivating Healthy Behaviors
 - Craving Change Facilitator Training
 - Stanford University Diabetes Leader Training Courses
 - Health Coaching courses

Each Short Course may be counted only once in a CCP.

To Claim Credit in 2A: Short Term Learning Events - Short Courses	
Complete form	2A: Short Term Learning Events - Short Courses
Include:	<ul style="list-style-type: none"> • Date(s) of attendance (date) • Name of Event, Organization or Sponsor • 1 to 3 CDE® competencies related to the event • Topic (course name) • Course completion certificate or examination results
To view a completed sample form: pg.# 67	2A: Short Term Learning Events – Short Courses

2B: Formal Courses

Credit value: 10 credits per course

Courses may be either academic or non-academic. To claim credit the course must:

- Provide you with new learning.
- Have significant subject matter that is related to diabetes.
- Be related to one or more CDE® competencies.
- Have formal project work, papers or examination requirements.

Academic courses are those taken through a recognized academic institution (university or college) or professional institution and may include courses such as:

- Adult education
- Research design
- Critical appraisal skills
- Pharmacology
- Diabetes related credit courses taken towards a degree (Bachelor, Master, or Doctorate).
- **Advanced** diabetes education courses, such as those provided by:
 - The Michener Institute (Toronto);
 - Northern Diabetes Health Network at Cambrian College (Sudbury) or Confederation College (Thunder Bay);
 - A Polytechnic Institute.

Non-academic diabetes courses

- The Diabetes Canada (DC) self-study manuals;
 - Building Competency in Diabetes Education: The Essentials.
 - Building Competency in Diabetes Education: Advancing Practice.

To Claim Credit in 2B: Formal Courses	
Complete form	2B: Formal Courses
Include:	<ul style="list-style-type: none"> • Date of course completion • Institution or organization that provided the course • Name of the course • 1 to 3 CDE® competencies related to the event • Course requirements such as papers, exam, projects. List project titles if completed. • The supporting documentation is in your portfolio. For academic courses: <ul style="list-style-type: none"> ○ Documentation of successful completion of course (a photocopy of your official transcript of marks, certificate); <u>and</u>, ○ An outline and/or syllabus of the course. For the Diabetes Canada self- study manuals Building Competency: Essentials and Advancing Practice: <ul style="list-style-type: none"> ○ The certificate of completion you received for passing the exam.
To view a completed sample form: pg.# 68	2B: Formal Courses

TIP: If you **do not have a certificate of completion** for either the Diabetes Canada self-study manuals Building Competency: Essentials and Advancing Practice, you can claim reading these manuals as a book (category 3C).

2C: Web Based Learning Events

In general, these are online education activities that are in text, audio and/or video format.

Criteria:

The web based learning event:

- Is intended for health care professionals. Events for a public audience cannot be claimed for credit.
- Must provide you with new learning.
- Have direct relevance to diabetes education, care or management.
- Be related to one or more CDE® competencies.
- Be a minimum of 30 minutes in duration.
- Must be verifiable. For items that cannot be verified without having a subscription or login access, supporting documents, providing all the required information, are to be included.

CMEs provided by an organization can be supported by a copy of your completed programs with the program history.

Examples:

- Webinars: Web-based seminars, also known as online workshops.
- Webcasts: Media transmitted in the form of audio and/or video, also known as internet broadcasting.
- Podcasts: An audio or video show available on the web- usually spread across a series of episodes which can be downloaded from the internet, also known as Portable on Demand broadcast.
- Online Tutorials: Instructors and participants interact via an online, virtual environment or networked environment.
- Telehealth/Videoconference Sessions: Uses secure technology to deliver health-related education services.
- Internet reading designed for health professionals that exceed 30 minutes.
- Web-based Continuing Medical Education (CMEs).

Note: Diabetes Exchange CMEs from AdvancingIN are not accepted for credit.

Credit Value:

- Claim 0.5 credits for each 30 minutes (1/2 hour) of learning time, rounding to the nearest 30 minutes.
- Claims of 4 or 5 credits require supporting documentation, such as a certification of completion.
- The **maximum** claim is 5 credits per unique event. Webinars as part of an online course cannot be claimed separately.

To Claim Credit in 2C	
Complete form	2C: Web Based Learning Events
Include:	<ul style="list-style-type: none"> • Item number • Date of web event/webinar completion • Name of web event/webinar, host organization and the website address • 1 to 3 CDE® competencies related to the event • Topic • Contact Duration (time). If the contact time is not indicated, the accrediting organization and accredited (CME or CEU) value should be indicated. • The supporting documentation is enclosed in your portfolio for: <ul style="list-style-type: none"> ○ claims of more than 4 credits ○ items that cannot be accessed/verified without subscription or login access
To view a completed sample form: pg.# 69	2C: Web Based Learning Events

2D: Insulin Pump Training, Continuous Glucose Monitoring System/Device Training

Credit value: 5 credits per training event completed

Tip: CGM training is independent of pump training; e.g., you may claim credit for a CGM system training as this is separate from pump training.

Insulin Pump Training

During your current CCP, you may claim credit **once** for successful completion of:

- A pump's on-line initial training modules;
- or**
- Initial training and certification on an insulin pump.

Continuous Glucose Monitoring (CGM) System Training

Guidelines

- A training event may only be claimed once in a CCP (for each CGM).
- A certificate of completion is required for each training event.
- One hour learning events separate from the training should be claimed under 2A short term learning events.
- You may claim credit for more than one type of insulin pump or CGM system.

To Claim Credit in 2 D	
Complete form	2D: Insulin Pump Training, Continuous Glucose Monitoring System/Device Training
Include:	<ul style="list-style-type: none">• Date training was completed• Pump/CGM system name• Type of training completed (online or initial training/certification)• Supporting documentation in your portfolio
To view a completed sample form: pg.# 70	<u>2D: Insulin Pump Training, Continuous Glucose Monitoring System/Device Training</u>

Category 3 – Self-Study - Reading

There are three reading activities in this category:

- 3A: Self-Study Reading -Diabetes Canada Clinical Practice Guidelines®
- 3B: Self-Study Reading – Journal Articles
- 3C: Self-Study Reading - Books

3A: Self-Study Reading - Diabetes Canada Clinical Practice Guidelines®

Credit Value: 10 credits per accepted Diabetes Canada Clinical Practice Guidelines

During your CCP, you may claim credit for reading **up to two** issues of Diabetes Canada Clinical Practice Guidelines (DC CPG), (e.g. 2013, 2018). You can read either the issue's executive summary or the full guidelines and claim 10 credits. One issue must be published in your CCP.

Reading interim updates to the DC CPGs and other diabetes related CPG (e.g. ADA, [ISPAD](#)) may be claimed under activity 3B.

To Claim Credit in 3A	
Complete form	3A: Self-Study Reading - Diabetes Canada Clinical Practice Guidelines
Include:	<ul style="list-style-type: none">• DC CPG's title and year• Credits claimed
To view a completed sample form: pg.# 71	Form 3A: Self-Study Reading - Diabetes Canada Clinical Practice Guidelines

3B: Self-Study Reading - Journal Articles

Credit Value: 1 credit per item read

Self-study by reading the items listed.

These items;

- Can be either print or accessed on-line.
- Do not have any contact time or indicate any credit value (e.g. accredited for xx credits).
- Must be verifiable. If items cannot be verified by an internet search or without having a subscription or login access, these must be supported by a printed copy of the first page of the item that provides all the required information.

Journal Articles:

- The publication year does not have to be within your 5 year CCP, but the article must have been read during your current CCP.

Reading accepted	Reading not accepted
<p>Peer reviewed journal articles under the heading: Original Research and Review</p> <p>A partial list of common peer reviewed journal articles is found here: http://www.cdecb.ca/credit-portfolio/peer-reviewed-journals/0</p> <p>Peer review information is also found in the journal's author guide or submission guide.</p> <p>Examples:</p> <ul style="list-style-type: none"> ○ <i>Canadian Journal of Diabetes</i> ○ <i>Diabetes Care</i> ○ <i>Pediatric Diabetes</i> <p>The following may also be claimed:</p> <ul style="list-style-type: none"> • the <i>FIT</i> recommendations • an entire issue of <i>The Diabetes Communicator</i> (you do not need to list authors) • DC CPGs interim updates • Other diabetes related CPGs e.g. ISPAD, ADA, etc. 	<ul style="list-style-type: none"> • Non-peer reviewed publications <p>Examples:</p> <ul style="list-style-type: none"> • <i>Diabetes Dialogue</i> • <i>Diabetes Forecast</i> • <i>Canadian Pharmacists Letter</i> • Editor's notes • Letters to the editor • Abstracts • Newsletters • Pamphlets • Newsletters • Brochures • Modules
Note: Credit for books read is claimed in activity 3C	

To Claim Credit in 3B	
Complete form	3B: Self-Study Reading - Journal Articles
Include:	<ul style="list-style-type: none"> • The article's first author • Full journal, publication or website name. The first entry of a given item must be the full name without abbreviation. An abbreviated name may be used for subsequent entries as long as the abbreviation appears with the first full name. • Articles: Title, Vol. (issue), pgs. or Title, digital object identifier (DOI) • 1 to 3 CDE[®] competencies related to the journal article read • Credit claimed • If articles is not verifiable: a printed copy of the first page item containing required information <p>Note: Use of the ditto mark (") on this form is not accepted.</p>
To view a completed sample form: pg.# 71	3B: Self-Study Reading - Journal Articles

3C: Self-Study Reading - Books

Credit Value:	Professional level book:	5 Credits
	Non-professional (lay) diabetes book:	1 Credit

Criteria:

The book must:

- be diabetes related.
- provide you with new diabetes learning related to 1 to 3 CDE® competencies.

Books accepted	Books not accepted
<p>Professional diabetes books</p> <p>Examples:</p> <ul style="list-style-type: none"> • Diabetes Case Studies: Real Problems, Practical Solution- AADE • eBook: AADE Diabetes Education Curriculum: A Guide to Successful Self-Management, 2nd Edition • Practical Insulin, 4th Edition ADA • Therapy for Diabetes Mellitus and Related Disorders, 6th Edition • Diabetes Canada Self Study Manuals • Building Competency in Diabetes Education: The Essentials. • Building Competency in Diabetes Education: Advancing Practice <p>Non-professional (lay) diabetes books</p> <p>Examples:</p> <ul style="list-style-type: none"> • A Canadian Guide to Living Well With Diabetes • Diabetes For Dummies • Understanding Diabetes- Barbara Davis Center for Childhood Diabetes • Diet book • Think Like a Pancreas: A Practical Guide to Managing Diabetes with Insulin-Completely Revised and Updated 	<ul style="list-style-type: none"> • Cookbooks • Reference Manuals; e.g. Nutritional value/calorie counting books. • Finance/Business Management books. • User manuals. • Any reading material that is an integral part of a course you are already claiming credits for.

TIP: Unless already claimed for credit in 2B: Formal Courses either of these Diabetes Canada manuals may be claimed as a professional book if you have read the manual and not completed the exam. The ISBN does not need to be listed for these two items.

To Claim Credit in 3C	
Complete form	3C: Self-Study Reading – Books
Include:	<ul style="list-style-type: none"> • Author(s) name • Full title of the book including ISBN • Publisher and year of publication • 1 to 3 CDE® competencies related to the book • Credit claimed • Your new diabetes learning in 1 to 2 sentences Do not provide a summary of the book.
To view a completed sample form: pg.# 72	3C: Self-Study Reading – Books

Category 4 - Educational Development/Teaching Activities

There are seven activities in this category:

- 4A: Development and Evaluation of New Diabetes Related Educational Resources
- 4B: Development or Significant Revision of a Program for Preceptorship of Students or New Diabetes Educators
- 4C: Preceptorship of a Student or New Diabetes Educator
- 4D: Short Presentations or Teaching
- 4E: Professional Event Presentation
- 4F: Teaching or Tutoring in a Course in an Academic or Recognized Institution
- 4G: Writing and/or Review of Examination Questions for a Regulatory Body

TIP: If a project spans two CCPs, claim credit in the CCP when the project is completed.

4A: Development and Evaluation of New Diabetes Related Education Resources

Credit Value: 10 credits per resource/program

There are two items in this activity:

1) Development and Evaluation of New Diabetes Related Education Materials and Resources

- Patient education teaching materials and resources developed or significantly modified and evaluated for/by:
 - employer
 - DC
 - other academic or health care institutions, including industry.
- Creation of diabetes education website content (not the technical aspects of website development).

Examples:

- Writing a manual for parents of children newly diagnosed with diabetes
- Development of an insulin pen teaching tool
- Working as a committee member to develop and evaluate new nutrition resources

2) Development and/or Revision, and Evaluation of a Patient or Professional Education Program

- Patient or professional diabetes education programs considered formal interventions, such as:
 - classes,
 - telephone protocols,
 - videos,
 - computer learning programs,
 - self-learning manuals.

Diabetes related education programs for health professionals considered formal interventions with goals, objectives, a variety of learning methods and an evaluation. For example, A formal, competency based diabetes education program for Home Care nurses.

Criteria:

- You may do the work as an individual or as part of a team.
- You must be involved in **all aspects** of development and evaluation of the resource/program and be able to describe **your specific contributions**.
- To qualify for credit, the resource/program, including the evaluation, must be complete.

Note: If a project spans two CCPs, claim credit in the CCP when the project is complete.

TIP: Peer review of materials developed by others can be claimed for credit in 5I.

TIP: Should the form require the signature of your manager/supervisor/director, and **only** if they are unable to sign, another CDE® who is familiar with your practice may sign, providing their contact information and their **current** CTFNno.

To Claim Credit in 4A: Development and Evaluation of New Diabetes Related Education Resources	
Complete form	4A: Development and Evaluation of New Diabetes Related Educational Resources
Include:	<ul style="list-style-type: none"> • Date completed • Type of resource or program • Needs assessment related to program development • Resource and development methods • Evaluation design • Evaluation outcome • Who worked on development and evaluation • Your role in development and evaluation • The name, dated signature and contact information of a manager/supervisor/director* familiar with the resource/program
To view a completed sample form: pg.# 73	<u>4A: Development and Evaluation of New Diabetes Related Educational Resources</u>

4B: Development or Significant Revision of a Program for Preceptorship of Students or New Diabetes Educators

Credit Value: 10 Credits per program developed or significantly revised.

The development or significant revision of a formal education program that:

- is **5 full work days / 35 hours or more in duration**
- includes a needs assessment, learning objectives and an evaluation of the learner by a CDE®

Criteria:

- The program is for students or new diabetes educators whose degree would qualify them to provide diabetes education and potentially become a CDE®.
- You may do the work as an individual or as part of a team.
- You must be involved in **all aspects** of development/revision and be able to describe **your specific contributions**.
- To qualify for credit the program, including the evaluation, must be complete.

* Should the form require the signature of your manager/supervisor/director, and **only** if they are unable to sign, another CDE® who is familiar with your practice may sign, providing their contact information and their **current** CTFNno.

To Claim Credit in 4B: Development or Significant Revision of a Program for Preceptorship of Students or New Diabetes Educators	
Complete form	4B: Development or Significant Revision of a Program for Preceptorship of Students or New Diabetes Educators
Include:	<ul style="list-style-type: none"> • Date completed • Type of preceptorship program • Needs assessment related to program development • Learning objectives • Program description • Evaluation design for the program • Your role in development and evaluation • The name, dated signature and contact information of a manager/supervisor/director* familiar with the resource/program
To view a completed sample form: pg.# 74	4B: Development or Significant Revision of a Program for Preceptorship of Students or New Diabetes Educators

4C: Preceptorship of a Student or New Diabetes Educator

Credit Value: 10 Credits per type of preceptorship.

Each type of preceptorship is accepted once in a CCP.

What is a preceptorship?

Preceptorship is a formal one on one education program where a CDE® (preceptor) provides individual education and supervision to a novice health professional student or new diabetes educator.

The preceptorship must:

- Be 5 full workdays / 35 hours or more in duration.
- Include needs assessment, learning objectives and evaluation of the learner by a CDE®.

TIP: If less than 5 days / 35 hours, the activity may qualify under Category 4D.

Criteria:

- You must be the primary preceptor with the student or new diabetes educator for the entire preceptorship.
- You must be involved in the needs assessment, learning objectives and evaluation of the student or new diabetes educator.
- Preceptorship must provide the student or new diabetes educator with diabetes specific knowledge.

* Should the form require the signature of your manager/supervisor/director, and **only** if they are unable to sign, another CDE® who is familiar with your practice may sign, providing their contact information and their **current** CTFNno.

Each type of preceptorship **may only be counted once in your CCP**, e.g., one preceptorship of a:

- dietetic intern
- nursing student
- new diabetes educator
- pharmacy student
- The student or new diabetes educator must be a registered health professional or student whose degree would qualify them to provide diabetes education and potentially become a CDE®.
- **Not accepted:**
 - Structured Practical Training - Pharmacy Technician Applicants.
 - Structured Practical Evaluation.

To Claim Credit in 4C: Preceptorship of a Student or New Diabetes Educator	
Complete form	4C: Preceptorship of a Student or New Diabetes Educator
Include:	<ul style="list-style-type: none"> • Start date and number of days or hours • Type of preceptorship • Description of the student or new diabetes educator needs assessment • Learning objectives for the student or new diabetes educator • Evaluation design • Your role in the preceptorship • A description of your new learning related to one or more CDE® competency • The name, dated signature and contact information of a manager/supervisor/director* familiar with the resource/program
To view a completed sample form: pg.# 75	<u>4C: Preceptorship of a Student or New Diabetes Educator</u>

4D: Short Presentations or Teaching

Credit Value: 5 credits per presentation or teaching

Criteria:

- The short presentation or teaching must be diabetes specific and be related to the CDE® competencies.
- Presentation preparation **must** provide you with new diabetes related learning.
- Must be for a professional audience, i.e. health professional practitioners, Bachelor, Master or Doctorate students.
- Each presentation/teaching topic **can be counted only once in your CCP**, unless there has been a significant revision. For example, the same presentation may be delivered to different audiences (dietitians and pharmacists), but can only be counted once.

* Should the form require the signature of your manager/supervisor/director, and **only** if they are unable to sign, another CDE® who is familiar with your practice may sign, providing their contact information and their **current** CTFNno.

Types of presentations accepted	Type of presentations not accepted
<ul style="list-style-type: none"> Presenting at a journal club of health professionals (new learning by reading current articles on topic). Presenting an in-service to Bachelor, Master or Doctorate students on a diabetes-related topic (new learning by updating your knowledge, researching/reading related to the topic and presented at a level beyond client education). Delivering a short presentation as part of a local workshop to Home Care nurses (new learning by updating knowledge, researching/reading related to the topic and presented at a level beyond client education). Updating peers following the annual DC conference (new learning from the conference, which requires CDE® to understand, explain information and relate/apply to clinical situations). 	<ul style="list-style-type: none"> Public presentation, service group or TV appearance to explain risk factors for type 2 diabetes (basic diabetes prevention information). Presentation to teachers on behalf of a child who is starting school (related to regular diabetes program). Presentation on diabetes medications to a local diabetes support group (basic diabetes education). Community presentation to people newly diagnosed with diabetes (basic diabetes education). Grocery store tour for the public or people with diabetes (basic diabetes education).

TIP: If these presentations require additional reading/research, you may be able claim credit under 3B. The reading/research must meet the criteria of activity 3B.

To Claim Credit in 4D: Short Presentations or Teaching	
Complete form	4D: Short Presentations or Teaching
Include:	<ul style="list-style-type: none"> Date delivered Presentation title One to three CDE® competencies related to the presentation One to three learning objectives of your presentation Describe in one to two sentences your new diabetes related learning from developing your presentation The audience Credits claimed
To view a completed sample form: pg.# 76	4D: Short Presentations or Teaching

4E: Professional Event Presentation

Credit Value: 10 credits per professional event presentation.

Criteria:

- Presentation must be diabetes related and delivered in a professional venue sponsored by a professional body, an academic organization, healthcare organization, or industry. For example, a presentation at Diabetes Canada Professional Conference and Annual Meetings.
- May be a workshop session, seminar, plenary session, research abstracts or poster presentations.
- A presentation can only be counted once in a CCP.
- May be delivered individually or as part of a panel or team.
- Presentation cannot be related to the activities considered to be part of your normal employment.
- Must provide you with new learning.
- You may claim credit for a poster presentations, if you are unable attend the conference, as long you are listed in the abstract as a co-author.
- If there is a significant update to the presentation that provided new learning to you, then it may be claimed a second time. You must provide a description of your new learning on the activity form and in your portfolio include a note describing the changes to the presentation.

Types of presentations accepted	Type of presentations not accepted
<ul style="list-style-type: none">• A presentation delivered at a diabetes conference sponsored by a provincial diabetes program.• Poster session at the DC Professional Section annual conference.• Workshop for health professionals on stages of changes sponsored by a pharmaceutical company.	<ul style="list-style-type: none">• Presentation at DC sponsored public forum or expo.• Presentation on nutrition to a local weight loss or community group (basic diabetes education).

To Claim Credit in 4E: Professional Event Presentation	
Complete form	4E: Professional Event Presentation
Include:	<ul style="list-style-type: none">• Conference name• Date delivered• Presentation title and any co-presenters• Learning objectives• 1 to 3 CDE[®] competencies related to the presentation• Your new learning• Credits claimed• Conference brochure or published abstract. If you received evaluation results, these must be included in your portfolio.
To view a completed sample form: pg.# 77	<u>4E: Professional Event Presentation</u>

4F: Teaching or Tutoring in a Course in an Academic or Recognized Institution

Credit Value: 10 credits per course or year of tutoring.

Criteria:

- The course content **must** be diabetes related.
- You must have taught/tutored two or more sessions.
- Recognized institutions may include universities, colleges, health professional or healthcare organizations.
- Teaching/tutoring may be through distance education.
- Teaching or tutoring courses, which are repeated, can only be counted once in your CCP, unless there has been a significant revision and new learning is documented on the Activity Form.

To Claim Credit in 4F: Teaching or Tutoring in a Course in an Academic or Recognized Institution	
Complete form	4F: Teaching or Tutoring in a Course in an Academic or Recognized Institution
Include:	<ul style="list-style-type: none">• Start date• Length of the course• Course title and Institution• List the course objectives• Your role• Copy of course curriculum• The name, dated signature and contact information of the institution's dean/professor/ supervisor/director
To view a completed sample form: pg.# 78	<u>4F: Teaching or Tutoring in a Course in an Academic or Recognized Institution</u>

4G: Writing and/or Review of Examination Questions for a Regulatory Body

Credit Value: 5 credits per CCY per Regulatory Body.

As a CDE®, you participated in the formal process of writing and/or the review of examination questions for a health professional regulatory body. The formal process is the development, review and approval of the questions.

Criteria:

- The questions must be diabetes related.
- The questions must be related to the CDE® competencies.

To Claim Credit in 4G: Writing and/or Review of examination Questions for a Regulatory Body	
Complete form	4G: Writing and/or Review of examination Questions for a Regulatory Body
Include:	<ul style="list-style-type: none"> • Date • Name of regulatory body • 1 to 3 CDE® competencies related to the questions • Credits claimed • Invitation letter or similar documentation from the regulatory body
To view a completed sample form: pg.# 79	<u>4G: Writing and/or Review of examination Questions for a Regulatory Body</u>

Category 5 - Publications, Quality Improvement and Research Activities

There are 11 activities in this Category

Type of Activity	Categories
Items authored by a CDE®	<ul style="list-style-type: none"> • 5A: Peer-Reviewed Publications • 5B: Non-Peer-Reviewed Publications, Case Studies and Letters to the Editor
CDE® participation in diabetes related research projects	<ul style="list-style-type: none"> • 5C: Involvement in a Research Project - Proposal Writing Component • 5D: Involvement in a Research Project - Implementation, Data Analysis, Interpretation and Dissemination Phases
CDE® participation in diabetes related quality improvement (QI)	<ul style="list-style-type: none"> • 5E: Involvement in Quality Improvement – Creating the Project Charter • 5F: Involvement in a Quality Improvement Project – Implementation • 5G: Development of Policies and Procedures
CDE® as an expert	<ul style="list-style-type: none"> • 5H: Editorial Board, Editor or Associate-Editor for Diabetes Related Professional Journal • 5I: Development of Best Practice Guidelines or Clinical Practice Guidelines, Member of an Expert Panel • 5J: Program Evaluation – Design and Implementation • 5K: External Reviewer for Provincial, National or Regional Diabetes Resources

5A: Peer-Reviewed Publications

Credit value: 15 credits per published peer-reviewed item.

You may claim credit for being the author or co-author of diabetes related peer-reviewed articles, papers, modules, book chapters, and books.

Criteria:

- The published item must incorporate one to three CDE® Competencies.
- The item must be published in your CCP.
- **Self-published items**, (such as eBooks) require **pre-approval**. Please contact the CP committee at cpquestions@cdec.ca. You will be required to provide a copy of the item for review. The approval request must be received by September 30th in your final CCY to provide time for review and reply prior to you applying for CM.

To Claim Credit in 5A: Peer-Reviewed Publications	
Complete form	5A: Peer-Reviewed Publications
Include:	<ul style="list-style-type: none">• Publication date• Complete citation of the published item• List 1 to 3 CDE® competencies related to the publication• Credits claimed• Publication acceptance letter for the item in your portfolio. For journal articles, provide a copy of the article's first page that shows the title, peer reviewed journal name and the author's name(s).
To view a completed sample form: pg.# 79	5A: Peer-Reviewed Publications

5B: Non-Peer-Reviewed Publications, Case Studies and Letters to the Editor

Credit Value: 5 credits per published non-peer-reviewed item

You may claim credit for being the author or co-author of non-peer-reviewed papers, internet articles, and book chapters. Case studies or letters to the editor, even if they are in a peer-reviewed journal, are considered in this activity. Items published in newsletters are not accepted.

For articles in Diabetes Communicator, you may only claim credit for an article that is original writing with references. You may not claim credit for an article that is a synopsis of a previously written article/book, a review of another author, or a review of websites, books or conferences.

Criteria:

- The published item must be diabetes related and intended for a professional audience.
- The published item must incorporate one to three CDE® Competencies.
- The item must be published in your CCP.

- Self-published items require pre-approval from the Credit Portfolio Committee. Refer to page 67 for details.

To Claim Credit in 5B: Non-Peer-Reviewed Publications, Case Studies and Letters to the Editor	
Complete form	5B: Non-Peer-Reviewed Publications, Case Studies and Letters to the Editor
Include:	<ul style="list-style-type: none"> • Publication date • Complete citation • 1 to 3 CDE® related competencies • Credit claimed • Publication acceptance letter for the item in your portfolio
To view a completed sample form: pg.# 80	<u>5B: Non-Peer-Reviewed Publications, Case Studies and Letters to the Editor</u>

5C: Involvement in a Research Project - Proposal Writing Component

Credit Value: 15 credits per proposal. A proposal may only be claimed for credit once in a CCP.

You must be part of the core research team involving a diabetes specific project.

Criteria:

- Writing the proposal may be an individual or a team effort.
- You must be involved in **all** aspects of proposal writing and be able to identify your specific contributions.
- Must be related to the CDE® competencies.
- Must be complete to claim credit.

To Claim Credit in 5C: Involvement in a Research Project - Proposal Writing Component	
Complete form	5C: Involvement in a Research Project - Proposal Writing Component
Include:	<ul style="list-style-type: none"> • Date completed • Name or title of proposal • Problem or issues which led to the research • Project objectives • Project design • Who worked on the proposal • Your role in the proposal development • 1 to 3 CDE® competencies related to the project and your new learning in the proposal development • Copy of proposal's executive summary • The name, dated signature and contact information of a manager/supervisor/director* familiar with the research project proposal
To view a completed sample form: pg.# 81	<u>5C: Involvement in a Research Project - Proposal Writing Component</u>

TIP: Should the form require the signature of your manager/supervisor/director, and only if they are unable to sign, another CDE® who is familiar with your practice may sign, providing their contact information and their **current** CTFNno.

5D: Involvement in a Research Project - Implementation, Data Analysis, Interpretation and Dissemination Phases

Credit Value: 15 credits per project

You must be part of the core research team involving a diabetes specific project.

Criteria:

- The project may be an individual or a team effort.
- You must be involved in **all aspects** of the implementation, data analysis, interpretation, and dissemination phases and be able to identify your specific contributions.
- Must be complete to claim credit.

To Claim Credit in 5D: Involvement in a Research Project - Implementation, Data Analysis, Interpretation and Dissemination Phases	
Complete form	5D: Involvement in a Research Project - Implementation, Data Analysis, Interpretation and Dissemination Phases
Include:	<ul style="list-style-type: none"> • Date completed • Your role • A copy of the executive summary of the research results • The name, dated signature and contact information of a manager/researcher supervisor/director* familiar with the research project.
To view a completed sample form: pg.# 82	<u>5D: Involvement in a Research Project - Implementation, Data Analysis, Interpretation and Dissemination Phases</u>

5E: Involvement in Quality Improvement – Creating the Project Charter

Credit Value: 15 credits per project charter

A project charter may only be claimed for credit once in a CCP.

You must be a core part of the team for a diabetes specific quality improvement (QI) project.

Criteria:

- Writing the project charter may be an individual or team effort.
- You must be involved in **all aspects** the project charter creation and be able to identify your specific contributions.
- Project must be related to the CDE® competencies.
- The project charter must be complete.

To Claim Credit in 5E: Involvement in Quality Improvement – Creating the Project Charter	
Complete form	5E: Involvement in Quality Improvement – Creating the Project Charter
Include:	<ul style="list-style-type: none">• Date completed• Name or title of QI project• Problem or issue which lead to the QI project• Aim of the QI project• Key measures (outcome, process, balancing)• Your role in the creation of the project charter• A copy of the executive summary of project charter• The name, dated signature and contact information of a manager/researcher supervisor/director familiar with the project charter
To view a completed sample form: pg.# 83	<u>5E: Involvement in Quality Improvement – Creating the Project Charter</u>

5F: Involvement in a Quality Improvement Project - Implementation

Credit Value: 15 credits per completed quality improvement project

You must be a core part of the team for a diabetes specific quality improvement (QI) project.

Criteria:

- Implementing the project charter may be an individual or team effort
- You must be involved in **all aspects** of the implementation of the QI project and be able to identify **your** specific contributions.
- Project must be complete.

To Claim Credit in 5F: Involvement in Quality Improvement Project – Implementation	
Complete form	5F: Involvement in Quality Improvement Project – Implementation
Include:	<ul style="list-style-type: none"> • Date of completion • Name of QI project • Describe project aim (from charter) • Describe the major Plan/Do/Study/Act (PDSA) cycles • Implementation results based on established measures • Your role in the implementation of the QI program • The name, dated signature and contact information of a manager/researcher supervisor/director* familiar with the quality improvement project
To view a completed sample form: pg.# 84	<u>5F: Involvement in Quality Improvement Project – Implementation</u>

5G: Development of Policies and Procedures

Credit Value: 10 Credits per Policy and Procedure developed

The development and evaluation of **diabetes specific** policies and procedures may be an individual or a team effort.

Criteria:

- You must be involved in **all aspects** of the development of policies and procedures and be able to identify **your** specific contributions.
- Policy or procedure must be complete to obtain credit.

To Claim Credit in 5G: Development of Policies and Procedures	
Complete form	5G: Development of Policies and Procedures
Include:	<ul style="list-style-type: none"> • Date completed • Name of policy/procedure • The need identified for the policy/procedure • Research done to develop the policy/procedure • Summary of the policy/procedure implementation and the evaluation • Who worked on the development/implementation/evaluation • Your role in the development of the policy/procedure • The name, dated signature and contact information of a manager/researcher supervisor/director* familiar with the policy and/or procedure
To view a completed sample form: pg.# 85	<u>5G: Development of Policies and Procedures</u>

5H: Editorial Board, Editor or Associate-Editor for Diabetes Related Professional Journal

Credit Value: 20 Credits per CCY

Criteria:

- The journal must be peer-reviewed and diabetes related.
- You must fulfill the position for at least 7 consecutive months in a CCY.
- **Not accepted:** Industry sponsored and/or non-peer reviewed journals.

For the Diabetes Communicator:

- Acting as Editor for one or more issue(s) in a CCY may also be claimed for 20 credits per CCY.

To Claim Credit in 5H: Editorial Board, Editor or Associate-Editor for Diabetes Related Professional Journal	
Complete form	5H: Editorial Board, Editor or Associate-Editor for Diabetes Related Professional Journal
Include:	<ul style="list-style-type: none">• The CCY and dates you held the position in that year• Journal name• Role and description of your position• Credits claimed• Copy of appointment letter
To view a completed sample form: pg.# 86	<u>5H: Editorial Board, Editor or Associate-Editor for Diabetes Related Professional Journal</u>

5I: Development of Best Practice Guidelines or Clinical Practice Guidelines, Member of an Expert Panel

Credit Value: 20 credits per project per CCP

Criteria:

- The best practice or clinical practice guidelines must be produced by an established academic, professional or health care institution/association.
- The guidelines must be related to diabetes and the CDE® competencies.
- You must be responsible for developmental processes, literature review, analysis, documentation and writing.
- Credit for any given project may only be claimed once in a CCP.

To Claim Credit in 5I: Development of Best Practice Guidelines or Clinical Practice Guidelines, Member of an Expert Panel	
Complete form	5I: Development of Best Practice Guidelines or Clinical Practice Guidelines, Member of an Expert Panel
Include:	<ul style="list-style-type: none"> • Start and end dates of your membership or involvement • Name of group developing/revising the guidelines • Your position and role • 1 to 3 CDE® competencies related to your role • Credits claimed • Copy of the expert panel appointment letter
To view a completed sample form: pg.# 86	<u>5I: Development of Best Practice Guidelines or Clinical Practice Guidelines, Member of an Expert Panel</u>

5J: Program Evaluation – Design and Implementation

Credit Value: 5 credits per program evaluated per CCP

The **only** accepted external program evaluation processes are:

- Canadian Council on Health Services Accreditation (CCHSA) accreditation.
- Diabetes Canada’s Standards Recognition Program.

Criteria:

- Evaluation of a diabetes program evaluation must be conducted using an external process.
- You **must be actively involved** in all aspects of the program evaluation and able to demonstrate **your role**.
- Credit for a specific program evaluation may only be claimed once in a CCP.

To Claim Credit in 5J: Program Evaluation – Design and Implementation	
Complete form	5J: Program Evaluation – Design and Implementation
Include:	<ul style="list-style-type: none"> • Date completed • Full name of program • Method used for evaluation • Describe how the program evaluation process was used • Major findings from program evaluation • How findings will be used • Your role in the evaluation • The name, dated signature and contact information of a manager/researcher supervisor/director* familiar with the program evaluation
To view a completed sample form: pg.# 87	<u>5J: Program Evaluation – Design and Implementation</u>

5K: External Reviewer for Provincial, National or Regional Diabetes Resources

Credit Value: 5 credits per external review performed

Examples where you may be an external reviewer:

- Diabetes related best practice guidelines or CPGs.
- **Full** diabetes related research grant proposals (does not include “letters of intent”).
- Peer review of diabetes journals, books, abstracts or posters.
- New or revised DC materials.
- Diabetes Dialogue editorial board member.
- New or revised diabetes related patient or professional materials.

Criteria:

- The CDE® competencies must be considered in the review.
- Specific review criteria must be used.
- The item reviewed must be for non-commercial use.

To Claim Credit in 5K: External Reviewer for Provincial, National or Regional Diabetes Resources	
Complete form	5K: External Reviewer for Provincial, National or Regional Diabetes Resources
Include:	<ul style="list-style-type: none">• Date(s) of external review• Name of organization seeking review• Description of your role• 1 to 3 CDE® competencies related to the review• A copy of the letter/email inviting you to be a reviewer
To view a completed sample form: pg.# 88	<u>5K: External Reviewer for Provincial, National or Regional Diabetes Resources</u>

Category 6 – Professional Engagement and Initiative Activities

There are three activities in this category:

- 6A: Professional Engagement in Diabetes Education
- 6B: CDE® Acting as an Expert and/or Advisor
- 6C: Diabetes Camp Experience

6A: Professional Engagement in Diabetes Education

Credit Value: 15 Credits per position per CCP

Acting in a professional role, **you** guide or direct the decision making process of a group resulting in an enhancement of diabetes education, knowledge and/or practice.

Criteria:

- Group or committee must be diabetes related.
- You must demonstrate:
 - professional engagement, **and**
 - ability to describe specific outcomes, which led to an enhancement of diabetes knowledge and/or practice resulting from **your leadership**.
- Credit for the same leadership position can only be claimed once per CCP.

Examples of acceptable positions	Examples of positions not accepted
<ul style="list-style-type: none"> • Regional, provincial or federal advisory/task forces • DC Professional Section national executive, committees and boards • DC leadership teams • Local committee/group work where your participation goes beyond the usual role/ expectations and you can demonstrate leadership and outcomes 	<ul style="list-style-type: none"> • Acting as the Treasurer or Secretary for a DC Professional Section Chapter • Member of a diabetes related committee
For credit: You must demonstrate your participation went beyond the usual role/expectations and as a result, there was an enhancement of diabetes education, knowledge and/or practice.	

Tip: Attendance at the Professional Section Leadership Forum is not available for credit under this section. You may claim credit for any diabetes-related sessions that were part of the Forum in activity 2A: Short Term Learning Events

To Claim Credit in 6A: Professional Engagement in Diabetes Education	
Complete form	6A: Professional Engagement in Diabetes Education
Include:	<ul style="list-style-type: none"> • Name of group and position you held • Start and end dates • Clearly describe your leadership role • Describe the specific outcomes, which led to an enhancement of diabetes knowledge and/or practice resulting from <i>your leadership</i> • Clearly describe how this impacted your own diabetes knowledge and practice (in the context of your group or committee) • A copy of the letter/email of appointment you received
To view a completed sample form: pg.# 89	<u>6A: Professional Engagement in Diabetes Education</u>

6B: CDE® Acting as an Expert and/or Advisor

Credit Value: 10 Credits per Group per CCY

You are appointed to a professional committee/task force as an advisor with expertise related to diabetes education or care.

Criteria:

- Must attend three or more meetings.
- You have a formal appointment to provide diabetes related expertise or advice.

Examples of acceptable appointments	Examples that will not be accepted
<ul style="list-style-type: none">• You are appointed to an expert committee to <i>evaluate</i> a teaching tool, involving three or more meetings• You participate on a hypertension working group and provide diabetes expertise• You sit on a regional or national DC committee to provide expert advice on diabetes or diabetes education, e.g. Professional Section <i>Standards Review Program Committee</i>	<ul style="list-style-type: none">• One day advisory boards• Advisor related to the marketing of a new product• Resource person reviewing draft or newly developed materials

To Claim Credit in CDE® Acting as an Expert and/or Advisor	
Complete form	6B: CDE® Acting as an Expert and/or Advisor
Include:	<ul style="list-style-type: none">• Name of the committee/task force and the position you held• CCY for which you are claiming credit• Purpose of the committee/task force• Dates of at least three meetings and meeting format (face to face meeting, conference call and length)• The expertise you have provided in the past year• A copy of the letter/email of appointment you received
To view a completed sample form: pg.# 90	<u>6B: CDE® Acting as an Expert and/or Advisor</u>

6C: Diabetes Camp Experience

Credit Value: 10 Credits per CCY

Criteria:

- You attend the diabetes camp for five days or more.
- Your role at the camp is as a diabetes expert.
- Your new diabetes learning can be identified based on the CDE® competencies.

To Claim Credit in 6C: Diabetes Camp Experience	
Complete form	6C: Diabetes Camp Experience
Include:	<ul style="list-style-type: none">• Name of camp• Position held• Dates of participation• CCY for which you are claiming credit• Your duties at camp• Describe the expertise you provided• Describe your new learning from participation related to one or more CDE® competency• Describe how the camp experience impacted your own diabetes practice• Letter of appointment to participate
To view a completed sample form: pg.# 91	<u>6C: Diabetes Camp Experience</u>

Part 3

Applying for Certification Maintenance by Credit Portfolio

Deadline: February 1 of the year you choose to perform CM by CP

There are three steps to apply for CM by CP.

Step 1: Prepare portfolio submission

Step 2: Complete online application form and payment

Step 3: Submit your portfolio

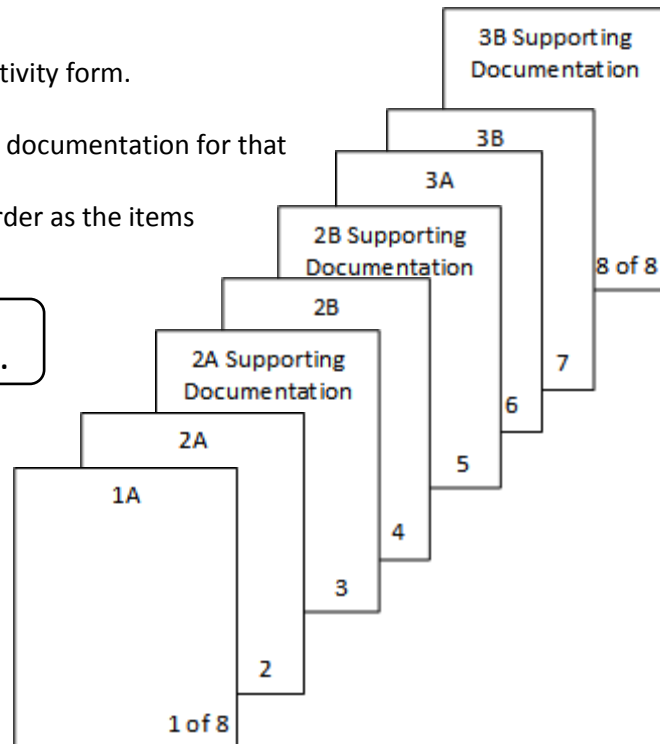
Step 1: Prepare portfolio submission

You will need to organize your portfolio for submission. This will be your original portfolio, which you will copy.

1. Check that your portfolio includes all completed and signed activity forms and any supporting documentation for the credits you are submitting.
2. Collate in the order of activities as listed in the CPH.
3. Place supporting documentation after the corresponding activity form.
4. Where there are multiple pages of the same activity form
 - the activity forms come first followed by the supporting documentation for that activity, and
 - the supporting documentation should be in the same order as the items listed on the activity forms.

See diagram at right of an 8 page portfolio with five activity forms and three pages of support documentations.

5. Once organized, all the pages of your portfolio must be **numbered sequentially** on the lower right hand corner.
6. Indicate the total number of pages on the **first and last pages** of your portfolio as shown in the diagram. This will help the auditors to confirm that they have received all pages of your portfolio.
7. Make the required copies of your portfolio.
Two-sided print (duplex) copies are accepted.
8. Check to ensure your copies are **complete**. The copies **must** include all your activity forms and all supporting documentation. We **will not** contact you if pages are missing.



9. Put your portfolio together. To keep your portfolio together we suggest:

- Place the copy into a Duo-Tang, or
- Use a binder clip to keep the copy together, or
- Place the copy into an envelope with your name and CTFN No.



Please **do not** separate your portfolio into sections by using dividers or sleeves.



Step 2: Complete online application form and payment

1. Scan, label and store the following on your computer:

- (a) Copy of your professional registration/licence
- (b) Copy of your signature
- (c) Copy of your Government issued photo identification

Label these with your name and document name (example: *First name Last name _ signature*) on your local computer.

2. Go to the [Account Login](#) page on www.cdec.ca.

3. [Login to your account](#). Complete application and credit summary forms **online** and pay the application fee in full **before February 1** of the year you elect to perform CM.

Upload the following:

- (a) Copy of your professional registration/licence
- (b) Copy of your signature
- (c) Copy of your Government issued photo identification

Tip: Your application will not transmit if you do not upload the documents.

Step 3: Submit your portfolio

1. During the electronic application process you must attest your portfolio is complete by checking the statement box and you will print and enclose one copy of your Credit Summary form when submitting your portfolio.
2. **Before February 1** send either:
 - **Two paper copies of your portfolio, or**
 - **One paper copy and a copy in PDF format on a USB stick**

To: Certification Maintenance by Credit Portfolio
Canadian Diabetes Educator Certification Board
13909 Hurontario Street
Inglewood (Caledon), Ontario, L7C 2C9

You are **strongly urged to use registered/express mail or courier** to send in your portfolio. Should your documents go astray this would be your proof that you sent it in on time. Your documents **must** be post marked/in the courier's possession by February 1.

Retain mail/courier receipts as proof of on-time submission.

Portfolios postmarked after February 1 will not be accepted and will be returned, **without exception**.

CDECB does not confirm receipt of portfolios until the portfolios are processed. Portfolios are processed in the order they are received and timing depends upon volume. **To confirm CDECB receipt of your portfolio, it is suggested you choose courier or Express/Registered Mail to send in your portfolio.**

Fees

Fees are outlined in the CDECB Fee Schedule online.

Your application will not be processed until your Certification Maintenance by Credit Portfolio fee is paid in full.

Result Notification

You will be **notified** of your result **by mail**. The CDECB office releases the results of all those who applied for CDE® certification (Initial by Exam, CM by Exam and CM by Credit Portfolio) at the same time, usually in early July. Results of any CM by CP are not available by e-mail or phone.

Successful Candidates

If you are a successful candidate you can continue to use the CDE® designation until the expiration date on your new certificate.

Unsuccessful Candidates

If you are an unsuccessful candidate, you will receive a notification letter together with a report on your portfolio. You will no longer be able to use the CDE® designation after the expiration date of your current certificate.

If you were unsuccessful at CM by CP, you may apply to write the CDECB examination the following year, or any subsequent year, by filing a new application online and paying the required total fee. You will be required to meet all eligibility requirements as outlined in the Examination Handbook. Candidates should use their existing email to gain access to their CDECB online account. Follow the instructions in the Examination Handbook.

Appealing the Results of Certification Maintenance

Results of CM cannot be appealed.

Appeals can only be made based on **irregularities in the CM process**, by August 15 of the year the notification of the CM results is mailed.

You must send in a letter detailing the nature of the appeal along with the appeal fee to CDECB. The fee will be refunded if the appeal is successful. CDECB will acknowledge the appeal within 15 calendar days of its receipt. A complete description of the appeal process will accompany the acknowledgement letter.

Revocation of Certification

Certification will be revoked for any of the following:

- Falsification of any information.
- Revocation, suspension or other disciplinary action by the individual's professional regulatory body.
- Proven unethical practice of diabetes education.
- Attempting to claim credits obtained by a person other than oneself.

Appendix A - CDE[®] Competencies

On activity forms that require you to list the CDE[®] Competencies, you must indicate one to three CDE[®] competencies satisfied by your professional activity.

A complete listing of the competencies may be found at <http://www.cdecb.ca>

Appendix B –Credit Summary Form – Working Copy

Page 1 of 3

Name: _____ CTFNno.: _____

Enter the credits you are submitting in the appropriate location. All empty cells will be considered to be zero. You will submit your final credits from this working copy when you complete your CM by CP online application. After completing your application form you must send printed copies of your Credit Summary form you submitted online with your Credit Portfolio.

Category 1. Practice Review/Self-Assessment		
Activity		Submitted Credits
1:	Self-Assessment of a Learning Objective/Report on Self-Study Plan	

Category 2. Organized Learning Activities		
Activity		Submitted Credits
2A:	Short Term Learning Events	
2B:	Formal Courses	
2C:	Web Based Learning Events	
2D:	Insulin Pump or Continuous Glucose Monitoring System Training	
Category 2 Total		

Category 3. Self-Study - Reading		
Activity		Submitted Credits
3A:	Self-Study - Reading - Diabetes Canada Clinical Practice Guidelines	
3B:	Self-Study – Reading – Journal Articles	
3C:	Self-Study – Reading - Books Books Read	
Category 3 Total		

Name: _____

CTFNno.: _____

Category 4: Educational Development/Teaching Activities		
Activity		Submitted Credits
4A:	Development and Evaluation of New Diabetes Related Educational Resources	
4B:	Development or Significant Revision of a Program for Preceptorship of Students or New Diabetes Educators	
4C:	Preceptorship of a Student or New Diabetes Educator	
4D:	Short Presentations or Teaching	
4E:	Professional Event Presentation	
4F:	Teaching or Tutoring in a Course in an Academic or Recognized Institution	
4G:	Writing and/or Review of Examination Questions for a Regulatory Body	
Category 4 Total		

Category 5: Publications, Quality Improvement & Research Activities		
Activity		Submitted Credits
5A:	Peer-Reviewed Publications	
5B:	Non-Peer-Reviewed Publications, Case Studies and Letters to the Editor	
5C:	Involvement in a Research Project - Proposal Writing Component	
5D:	Involvement in a Research Project - Implementation, Data Analysis, Interpretation and Dissemination Phases	
5E:	Involvement in Quality Improvement – Creating the Project Charter	
5F:	Involvement in a Quality Improvement Project – Implementation	
5G:	Development of Policies and Procedures	
5H:	Editorial Board, Editor or Associate-Editor for Diabetes Related Professional Journal	

Name: _____

CTFNno.: _____

5I:	Development of Best Practice Guidelines or Clinical Practice Guidelines, Member of an Expert Panel	
5J:	Program Evaluation – Design and Implementation	
5K:	External Reviewer for Provincial, National or Regional Diabetes Resources	
Category 5 Total		

Category 6: Professional Engagement and Initiative Activities		
Activity		Submitted Credits
6A:	Professional Engagement in Diabetes Education	
6B:	CDE® Acting as an Expert and/or Advisor	
6C:	Diabetes Camp Experience	
Category 6 Total		

Total Submitted Credits	
--------------------------------	--

Appendix C -Sample Completed Activity Forms

Form 1: Part A- Self-Assessment of a Learning Objective

Credit Value: 5 Credits per Credit Collection Year when both part A and B are completed

Issued: 2019

NAME: Jennifer Brown

CTFNo: 0000009999

Credit Collection Year: 2020

LEARNING OBJECTIVE	1 to 3 Related CDE® Competencies/Description
<ul style="list-style-type: none">Develop the skills to identify the needs of my clients with schizophrenia.Gain knowledge of how to incorporate new teaching methods into my practice when dealing with clients who have schizophrenia.	<i>CDE® competency #6N I have more clients in my practice being diagnosed with schizophrenia, some pre-diabetes and some with diabetes.</i>

How do you plan to address your learning objectives? Choose all learning activities that apply and add others as needed.

Audio/video		Reading articles	<input checked="" type="checkbox"/>
Continuing education event		Discussion with colleagues	<input checked="" type="checkbox"/>
Organized clinical learning experience		Planned literature search and summary	
Internet search	<input checked="" type="checkbox"/>		

Note: Part B on the next page must also be completed to obtain credit.

Portfolio Page:

Form 1: Part B- Report on a Self-Study Plan

Credit Value: 5 Credits per Credit Collection Year when both part A and B are completed

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000009999

Date completed: 12 December 2017

Indicate activities/method(s) used to meet the learning objective

Audio/video		Reading articles	<input checked="" type="checkbox"/>
Continuing education event		Discussion with colleagues	<input checked="" type="checkbox"/>
Organized clinical learning experience		Planned literature search and summary	
Internet search	<input checked="" type="checkbox"/>		

Summary of learning

Spoke with diabetes educator in North Shore who has experience with these clients. Obtained information on various teaching methods which could be useful when dealing with clients who have schizophrenia. Using that information together with the information I read, I developed a plan for follow-up and working with local community mental health services.

How will you use this knowledge in your practice?

I will

- be able to communicate more effectively with clients who have schizophrenia and diabetes.*
- be able to develop a teaching guide for clients with schizophrenia and diabetes.*
- have a better understanding of clients with these conditions.*

These clients will get better care as I have organized a follow-up plan and have started to work with local mental health services.

Self-Reflection

How well were you able to satisfy your learning objective?

☐ Above expectations ☒ Within expectations ☐ Below expectations ☐ Not at all

Comments:

Note: You may only claim credit for this activity after you have completed Part A and Part B.

Portfolio Page:

Form 2A: Short Term Learning Events of 4 Hours or Less

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000009999

Credits this Page: 3

Item ↓	Date	Name of Event and Organization or Sponsor	1 to 3 CDE® Competencies ↓	Topic	Length	Credits
1	26-Oct-2019	Accredited Symposium, DC Professional Conference and Annual Meetings	5.D, 5B	Change of Heart – Raising the Standard of Care through Cardiovascular Risk Management in Type 2 Diabetes	2 hrs.	2
2	3-Sept-2018	Blood glucose pattern management Sponsor: Lifescan	4.4 A	Pattern management accompanying Verio Meter	1 hr.	1
3						
4						

Portfolio Page:

Form 2A: Short Term Learning Events of more than 4 hours

Issued: 2019

NAME: Jennifer Brown

CTFNo: 0000009999

Item ↓	Date	Name of Event and Organization or Sponsor	↓	1 to 3 CDE® Competencies	New Learning (non-diabetes specific conferences only)	SUPPORTING DOCUMENTATION IN PORTFOLIO		↓
						Length	Credits	
1	10-Sept-2016	Annual Chronic Disease Management conference	3.I 8.H	New Advances in Chronic Disease Management	Research released in the last year on new diabetes medications.	8 hrs.	5	<input checked="" type="checkbox"/>
2	23-24 Sept 2016	Congrès 2016, Ordre professionnel des diététistes du Québec	2.F	Diabetes and Celiac –auto immune response: nutrition implications	I obtained meal planning ideas for celiac disease with diabetes.	2 days	5	<input checked="" type="checkbox"/>
3	1-4-Nov-2017	Pre-conference and DC/CSEM Professional Conference and Annual Meetings	3.A, 6.A, 7.A,	Multiple Topics		4 days	20	<input checked="" type="checkbox"/>
4	4-8-Dec-2017	IDF 2017 Congress, Abu Dhabi	3.D 5.C	Multiple Topics		4 days	20	<input checked="" type="checkbox"/>

Items 1 and 2 non-diabetes specific conference, maximum 5 credits.

New **diabetes related** learning must be identified for **non-diabetes** conferences.

Portfolio Page:

Form 2A: Short Term Learning Events - Short Courses

Credit Value: 5 Credits per Short Course with Documentation

Issued: 2019

NAME: Jennifer Brown

CTFNo: 0000009999

Credits this Page: 5

	Date	Name of Event and Organization or Sponsor	1 to 3 CDE® Competencies	SUPPORTING DOCUMENTATION IN PORTFOLIO	
				Topic	Credits
1	10-11-April-2019	Health Coaching – Institute for Optimizing Health Outcomes	6.C, 8.G	Health Coaching workshop	5
2					
3					
4					
5					
15					

Portfolio Page:

Form 2B: Formal Courses

Credit Value: 10 Credits per Course Completed

Issued: 2019

NAME: Jennifer Brown

CTFNo: 0000009999

Date Completed: 15 December 2019		
Institution or Organization: University of British Columbia		
Name of Course or Module: <i>ADHE 412 An Overview of Adult Education</i>		
List 1 to 3 CDE® Competencies Related to the Course: <i>8D, 8E, 8G</i>		
The Course had (CHECK ALL WHICH APPLY)	<input type="checkbox"/> PAPER	<input checked="" type="checkbox"/> EXAM
	<input type="checkbox"/> PROJECT : List title of Project(s)	
Explain how this course enhanced your diabetes knowledge*: <i>It helped me to understand how some diabetes teaching strategies are more effective than others for adult learners. I will use it to re-evaluate the activities we use to teach groups of adults newly diagnosed with type 2 diabetes. I also learned how to determine the individual's preferred teaching methods while assessing them.</i>		
Required supporting documents in portfolio	A copy of official transcript of marks, certificate <input checked="" type="checkbox"/>	
	An outline and/or syllabus of the course. <input type="checkbox"/>	

*If the course was part of a postgraduate degree, in 2-3 sentences please describe how the knowledge you gained will be used in diabetes education.

Portfolio Page:

Form 2C: Web Based Learning Events

Issued: 2019

NAME: Jennifer Brown

CTFNo: 0000009999

Credits this Page: 4

Item ↓	Date	Name of Web Event/Webinar Host Organization and Website Address	1 to 3 CDE® Competencies ↓	SUPPORTING DOCUMENTATION IN PORTFOLIO			↓
				Topic	Contact Time	Credits	
1	16/Oct /2017	On-line CME, mdBriefCase, https://mdbriefcase.lmscentral.net/lms/Default.aspx?program_id=16718&section=mp	3.A	First, Do No Harm: Choosing Diabetes Treatments for Patients with CKD	1 hour	1	<input checked="" type="checkbox"/>
2	10/Oct /2018	Webinar, Diabetes Canada, https://vimeo.com/271740931/7119b08cc0	6.C, 6.M	Type 2 Diabetes and Indigenous Peoples	1.16 hour	1	<input type="checkbox"/>
3	03/Feb /2018	American Diabetes Association podcast February 24, 2015, Canagliflozin Provides Durable Glycemic Improvements... http://www.diabetesjournals.org/sites/default/files/ada_content/Podcasts/mp3/Amer%20Diab%20Core%20Update%20March%202015.mp3	1.I, 6.F, 6.M	SGLT-2 inhibitors	32m:11s	0.5	<input type="checkbox"/>
4	05/Sept /2018	American Association of Diabetes Educators- Beating the Boredom: Using Different Teaching Techniques https://nf01.diabeteseducator.org/eweb/DynamicPage.aspx?WebCode=WebReplay&pager=10	8.A, 8.G	Beating the Boredom: Using Different Teaching Techniques	1 ½ hours	1.5	<input type="checkbox"/>
							<input type="checkbox"/>

Portfolio Page:

Form 2D: Insulin Pump Training, Continuous Glucose Monitoring System/Device Training

Credit Value: 5 credits per item

Issued: 2019

NAME: Jennifer Brown

CTFNo: 0000009999

Credits this Page: 10

Date: 26 September 2020

Pump / CGM System name: Medtronic 630G

Indicate Type of training (choose one)

☒ On-line initial training module

☐ Initial training and certification

Supporting Documentation in Portfolio ☒

Date: 4 April 2019

Pump / CGM System name: Dexcom G5 CGM system

Indicate Type of training (choose one)

☐ On-line initial training module

☒ Initial training and certification

Supporting Documentation in Portfolio ☒

Portfolio Page:

Form 3A: Self-Study Reading - Diabetes Canada Clinical Practice Guidelines

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000000001

Credits this Page: 10

Title, Vol. (issue) Or Title, DOI	Credits
<i>2018 Clinical Practice Guidelines, Canadian Journal of Diabetes April 2018 Volume 42, Supplement 1</i>	10

Portfolio Page:


Form 3B: Self-Study Reading - Journal Articles

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000000001

Credits this Page: 2

1 st Author	Journal Name, website or Publication	1 to 3 CDE [®] Competencies		Credits
		Articles: title, volume, issue pages or Title, DOI		
Gillian L. Booth	Canadian Journal of Diabetes	Challenges in the Diagnosis and Treatment of Special and Atypical Forms of Diabetes: Looking for a Needle in a Haystack http://dx.doi.org/10.1016/j.jcjd.2016.08.222	1.B	1
	The Diabetes Communicator	Winter 2017	4.3.B	1

Portfolio Page:

Form 3C: Self-Study Reading - Books

Issued: 2019

Credit Value: Professional level book: 5 Credits

General Public level book: 1 Credit

NAME: Jennifer Brown

CTFNno: 00000000001

Credits this Page: 6

	Author	Title	Publisher and Year of Publication	↓	1 to 3 CDE® Competencies	Credits
					Your new learning from the book	
1	Prochaska J.O., Norcross J.C., Diclemente C.C.	<i>Changing for Good: A Revolutionary six stage program for overcoming bad habits and moving your life positively forward</i>	Avon Books, New York, 1994	8.G	<i>I gained a greater understanding of the theory behind the concepts for Stages of Change</i>	5
2	Gretchen Becker, Allison B. Goldfine	<i>The First Year: Type 2 Diabetes: An Essential Guide for the Newly Diagnosed</i>	Da Capo Books 27- October -2015	6.A 6.E	<i>I gained insight into how my newly diagnosed patients may feel and the challenges they face.</i>	1
3						
4						
5						
6						

Describe what **you** learned after reading this book in 1-2 sentences. Do not provide a summary of the book.

Portfolio Page:

Form 4A: Development and Evaluation of New Diabetes Related Education Resources

Credit Value: 10 Credits per Resource/Program Developed and Evaluated

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000000001

DATE PROJECT COMPLETED: MONTH: August

YEAR: 2018

Evaluation Completed: February 2019

Note: The information provided should not exceed two pages.

Type: <input checked="" type="checkbox"/> Development and Evaluation of new Diabetes Education Materials and Resources <input type="checkbox"/> Development/Revision and Evaluation of a Patient or Professional Education program		
Name or Title of Resource/Program. <i>Preventing Diabetes and Living Healthy</i>		
Describe the needs assessment, which led to the development of the resource/program. <i>Clients with pre-diabetes were being referred to our program. There were no handouts for them and we have not been able to find ones to meet client needs. Clients are asking questions about starting to exercise – how much, when, what type? Literature review included Finnish and American studies on diabetes prevention, internet review of resources from DPP.</i>		
Describe the resource, purpose in diabetes education, development methods. <i>We have developed a self-assessment, planning and record-keeping tool for people with pre-diabetes who would like to increase their level of physical activity. We use the tool in a group session and then each person takes it home. We ask everyone to bring the tool back to the group follow-up session. The tool was developed with help from an exercise therapist outside our community (we don't have one). Drafts were reviewed by the diabetes educators and 10 clients with pre-diabetes. We reviewed the drafts for accuracy, ease of reading and practicality of the information. Our tool is based on the CPGs re: physical activity, a small literature search, expert advice and input from clients. We also used the 'stages of change' in the design.</i>		
Describe the evaluation design for the new resource/program. <i>Pre-distribution evaluation was done as described above. Once we started to use the tool in classes, we asked for written feedback on two post-class evaluation forms: one at the end of our group session and one 6 months later. After 10 months of use, another staff member facilitated a focus group of 6 clients, to understand how the clients used the resource and its usefulness to them.</i>		
Evaluation outcome (provide a brief description). <i>Generally, the results were positive. Clients found the layout easy to use. They suggested that we use it in the follow-up class to remind them of the content. Some clients asked us to clarify the section on buying proper footwear and give more suggestions. We have done this.</i>		
Who worked on the development and evaluation of the resource/program? <i>Needs assessment, initial design and data collection was performed by a RD and DNE in the diabetes program. An exercise therapist reviewed the material for accuracy and made suggestions to improve the content; a staff member in the Quality Improvement Department was consulted on the evaluation design and she conducted the focus group.</i>		
What was your role in the development and evaluation of the resource/program? <i>As the DNE, I worked collaboratively with the dietitian and we shared all parts of the workload equally. I did most of the background research and she wrote the first draft after we created the outline.</i>		
Manager's Name: (print) S. Blackstone	Manager's Signature: <i>S Blackstone</i>	Date: March 05, 2019
Phone # 514 555 0000	Email: sblack@provider.ca	CTFN No. (signing CDE® only)

Portfolio Page:

Form 4B: Development or Significant Revision of a Program for Preceptorship of Students or New Diabetes Educators

Credit Value: 10 Credits per Program Developed or Revised

Issued: 2019

NAME Jennifer Brown

CTFNno: 0000000001

DATE PROJECT COMPLETED: MONTH: August YEAR: 2019

Note: The information provided should not exceed 2 pages.

Name of Program.

Competency-Based Diabetes Program for New Diabetes Educator

Describe the needs assessment used in the development/revision of the program.

Needs assessment included: reviewing the job description and expectation of a diabetes educator in the first year of employment in a DEC, review of client needs, focus group held with current diabetes educators with varying experience in diabetes education. CDE® competencies were also reviewed by the focus group and designated as basic, intermediate or advanced for the new employee.

Describe the learning objectives of the program as developed/revised.

At the completion of the basic program the new diabetes educator will:

- demonstrate the knowledge required in each of the competency areas including both knowledge about diabetes education and care*
- demonstrate the skills required for each competency in both individual and group client education*
- demonstrate the aptitude in the competencies when working with clients individually or in groups and with diabetes educator colleagues and staff member*

Describe the program as developed/revised.

New educator completes a self-assessment and discusses with manager and precepting diabetes nurse educator/dietitian.

Together they create a program of self-study from the core program which includes reading, practical exercises, observation of precepting educators and supported client education opportunities with feedback.

Describe the evaluation design for the program as developed/revised.

Program evaluation includes – written feedback from new educator and preceptors at the completion of each learning module, short interviews mid-program, at completion and six months later by an educator not involved in preceptorship to assess program component effectiveness. Specific questions were developed.

What was your role in the development/revision of the program?

I was the dietitian CDE® preceptor. Was involved in development of the program and took a lead role with diabetes nurse educator to create competencies and moderate the focus group. I assisted with analysis and co-wrote the program with diabetes nurse educator.

Manager's Name: (print) S. Blackstone	Manager's Signature: <i>S Blackstone</i>	Date: March 05, 2020
Phone # 514 555 0000 ex 34	Email: sblack@provider.ca	CTFN No. (signing CDE® only)

Portfolio Page:

Form 4C: Preceptorship of a Student or New Diabetes Educator

Credit Value: 10 Credits for Each Type of Preceptorship

Issued: 2019

NAME: Jennifer Brown **CTFNno:** 0000000001

Note: The information provided should not exceed 2 pages.

Type: Preceptorship of a new diabetes educator.

Start Date: 14/04/2020 **Number of Days or Hours:** 10 days

Describe the needs assessment

- Reviewed job description/expectations of new educator
- Collaborated with team to identify key knowledge and skills to practice as an educator
- Interviewed new educators in practice to get their feedback on knowledge/skills needed to help transition into new role
- Reviewed new educator's self-assessment of knowledge of the CDE® competencies and clinic resources
- I completed a preceptor course through our health centre
- Integrated all this information into learning objectives and learning activities

Describe the learning objectives for the student / new diabetes educator

At the end of preceptorship, the new educator:

- Demonstrates basic knowledge of the CDE® competencies
- Can identify key resources for information
- Feels more confident assessing patients independently

Describe the evaluation design

Reviewed & provided feedback on the new educator's:

- answers to questions from "The Essentials" binder
- completed case studies
- assessment of patients in clinic

What was your role in the preceptorship?

Dietitian preceptor for new educator. Provided guidance on all nutrition related competencies and some of the education and psychosocial competencies. Worked collaboratively with new staff member and diabetes team. In addition, I met twice weekly with the new RD educator to get their feedback on preceptorship/learning needs.

Please describe your new learning and relate to CDE® Competencies.

As I work in a specialty clinic, I had to refresh my knowledge of diabetes basics & CPGs, which identified information I forgot because I don't use it daily. I also improved my teaching skills by taking preceptor course and this also gave me new adult education skills that can help me with my patients. 6D.

New Diabetes Educator/Student		
Name: (print)	Signature:	Date:
Ginette Bolduc	G Bolduc	April 30 2020
Program Director/Manager Name (print):*Bridget Chu	Program Director/Manager Signature: <i>BChu</i>	Date: April 30 2020
Phone # 514 555 0000	Email: BCHU@provider.ca	CTFNno. (signing CDE® only): 05029999

*This is an example where another CDE® has signed. Jennifer B. cannot sign her own form.

Portfolio Page:

Form 4D: Short Presentations or Teaching


Credit Value: 5 Credits per Presentation or Teaching

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000000001

Credits this Page: 10

Date	Topic		1 to 3 CDE® Competencies	Your Diabetes Related New Learning, 1 to 2 Sentences	Audience	Credits
			Learning Objectives			
25-Jan -19	<i>Advanced Carbohydrate Counting – theory and practice</i>	2.G	<i>To learn the carbohydrate content of foods and calculate the carbohydrate content of meals.</i>	<i>I became aware of how to calculate carb content of sugar alcohols</i>	<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Health Professionals	5
8- Nov -20	<i>Insulin Adjustment for Home Care Nurses</i>	3.G	<i>To understand the principles of insulin adjustment including creating insulin grids for clients</i>	<i>I gained a better understanding of factors to consider when adjusting insulin doses at meals</i>	<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Health Professionals	5

Portfolio Page:

Form 4E: Professional Event Presentation

Credit Value: 10 Credits per Conference Presentation

Issued: 2019

NAME: Jennifer Brown

CTFNo: 0000000001

Credits this Page: 10

Event Date and Title	Presentation Title and Co-Presenters	Learning Objectives	Your New Learning in 1 to 2 sentences and 1 to 3 related CDE® competencies	Credits	Supporting Documents in Portfolio
15 May 2019 Provincial Nurses' Assoc. Conference	Multidisciplinary approach to mgmt. of women with pre-existing diabetes, planning pregnancy Pregnancy and Diabetes Team, IWK Health Center, Halifax, N.S.	- understand the role of each team member in pregnancy planning and management. - discuss the importance of frequent follow-up - describe the goals of diabetes management -discuss expected outcome	I became familiar with recent guidelines for pregnancy planning for women with diabetes by reading the related Canadian CPG, the American guidelines and What Guidelines to Use in Gestational Diabetes: ACOG or ADA?. 2.D, 4.4.A, 7.C	10	<input checked="" type="checkbox"/> Brochure / abstract <input checked="" type="checkbox"/> Session evaluation <input type="checkbox"/> Presentation changes
					<input type="checkbox"/> Brochure / abstract <input type="checkbox"/> Session evaluation <input type="checkbox"/> Presentation changes

Portfolio Page:

Form 4F: Teaching or Tutoring in a Course in an Academic or Recognized Institution

Credit Value: 10 Credits per Course or Year of Tutoring

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000000001

Start Date: 30 April 2019		Length of the course: 10 weeks
Course Title and Institution: Advanced Diabetes Education Course, Closeby University		
Describe the learning objectives of the student / new diabetes educator: At the end of the course, the new educator or student: <ul style="list-style-type: none">• Demonstrates knowledge of the CDE® competencies, based on self-management• Can identify and demonstrate the skills used in facilitating self-management		
Course Objectives: At completion of the course, the learner will: <ul style="list-style-type: none">• describe diabetes self-management• demonstrate skill in facilitating self-management skills with people with diabetes as documented in the course syllabus		
Role of CDE®: Tutor for 10 students in the program. Checked in with each student 2x during program, responded to student questions, marked assignments.		
Supporting Document in Portfolio:		<input checked="" type="checkbox"/> Course curriculum

Dean/Professor/or Supervisor's Name: (print): Dr. Roberta Joyce	Dean/Professor/or Supervisor's Signature: <i>Roberta Joyce</i>	Date: 05 May 2020
Phone # 514 555 0000 ex 34		Email: robertajoyce@universityprovider.ca

Portfolio Page:

Form 4G: Writing and/or Review of Examination Questions for a Regulatory Body

Credit Value: 5 Credits per Credit Collection Year

Issued: 2019

NAME: Jennifer Brown CTFNno: 0000000001

Credits this Page: 5

Date of Activity	Name of Regulatory Body	1 to 3 CDE® Competencies	Credits	Invitation Letter in Portfolio
23-March-2019	College of Dietitians of Ontario	3.B 3.H	5	<input checked="" type="checkbox"/>

Portfolio Page:


Form 5A: Peer-Reviewed Publications

Credit Value: 15 Credits per Publication

Issued: 2019

NAME: Jennifer Brown CTFNno: 0000000001

Credits this Page: 30

Publication Date	Complete Citation of Published Item	1 to 3 CDE® Competencies	Credits	Publication Acceptance Letter in Portfolio
				
March, 2019	Smith B, Jones T., Brown J. The History of Diabetes Education in Canada. Can J Diabetes. 2019; 34(3):3-6.	6.B	15	<input checked="" type="checkbox"/>
March, 2020	White C, Reading P, Brown J. Using Motivational Interviewing in Diabetes Education. Long Range Publications, Southby, Manitoba. 2020	8.E, 8.G	15	<input checked="" type="checkbox"/>

Portfolio Page:

Form 5B: Non-Peer-Reviewed Publications, Case Studies and Letters to the Editor

Credit Value: 5 credits per item published

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000000001

Credits this Page: 10

Publication Date	Complete Citation of Item	1 to 3 CDE® Competencies		Publication Acceptance Letter in Portfolio
		↓	Credits	
December, 2021	Hall M, "Understanding Advanced Carbohydrate Counting — A Useful Tool for Some Patients to Improve Blood Glucose Control", retrieved from: http://www.todaysdietitian.com/newarchives/120913p40.shtml	2.G	5	✓
February, 2019	Scotsford, BA, MacDonald, SF, Practical Tips for Working with Teenager using an Insulin Pump. The Diabetes Communicator.201e; 3(2):3-4.	3.B,C,D	5	✓

Tip: Item 1 shows an example of an internet citation.

Portfolio Page:

Form 5C: Involvement in a Research Project – Proposal Writing Component

Credit Value: 15 Credits per Proposal. A proposal may only receive credit once in a CCP

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000000001

DATE COMPLETED: MONTH: August YEAR: 2017

Note: The information provided should not exceed two pages.

Name or Title of Proposal. <i>Community Diabetes Workers (CDWs): Partners in Diabetes Education</i>
State the problem or issues which led to the research project. <i>First Nation clients with diabetes who live in the inner city frequently do not access services of the DEC. If they attend they do not usually participate in follow-up. There has been a significant increase in diabetes with this transient population in our city. These individuals are often also dealing with poverty and related issues.</i>
State the project objectives. <i>To provide basic, individual, culturally sensitive diabetes education for urban dwelling Aboriginal persons with diabetes. To examine the role of Community Diabetes Workers in diabetes education and assisting clients to access other resources in the city for support. To determine education and clinical outcomes pre and post intervention by the CDWs.</i>
Describe the design for the project. <i>Recruitment will be done through family physicians and community organizations for adults (over age 18) with diabetes who meet the study inclusion criteria. After consent and initial assessment of current self-care practices, knowledge and skills, and review of clinical parameters, participants will be randomized into the intervention (visits by a CDW for 6 months) or control group (usual care). Follow-up measurements will be done in 6 months. Those in the control group will then receive the intervention and serve as their own controls (pre/post study).</i>
Who worked on the proposal for the project? <i>A team of 12 (3 nurse educators, 2 dietitians from our Diabetes Education Centre (DEC), 6 CDWs and one university professor from Community Health Nursing). I was the lead diabetes nurse educator from our DEC and was fully involved in all aspects of the research project development.</i>
What was your role in the proposal development? <i>I chaired research team meetings to discuss issues, literature review, proposal writing and the funding application. I acted as one of the 5 representatives from our DEC (3 nurse educators, 2 dietitians), and was fully involved in all aspects of the research project development.</i>
Indicate one to three CDE® competencies this project relates to and what new learning you received in the development of the research project and/or quality improvement project: <i>4A, 4B, 4J. I became more sensitive to Aboriginal culture and the importance of adapting diabetes awareness programs to reflect these values.</i>
<input checked="" type="checkbox"/> Copy of executive summary of the proposal in portfolio

Manager's/Researcher's Name: (print) Mary Jones	Manager's/ Researcher's Signature: <i>Mary Jones</i>	Date: 5-Mar-2018
Phone # 514 555 0000	Email: maryjones@uhn.ca	CTFNno (signing CDE® only)

Portfolio Page:

Form 5D: Involvement in a Research Project – Implementation, Data Analysis, Interpretation and Dissemination Phases

Credit Value: 15 Credits per Project

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000000001

DATE COMPLETED: MONTH: August YEAR: 2019

Note: The information provided should not exceed two pages.

Name of Research Project. <i>Community Diabetes Workers (CDWs): Partners in Diabetes Education</i>
What were the objectives? <i>To provide basic, individual, culturally sensitive diabetes education for urban dwelling Aboriginal people with diabetes. To examine the role of Community Diabetes Workers in diabetes education and assisting clients to access other resources in the city for support. To determine education and clinical outcomes pre and post intervention by the CDWs.</i>
Describe the <u>major</u> findings as a result of the research project. <i>Clients who were seen by the Community Diabetes Workers compared to the usual service group, had a higher level of satisfaction with service; lower A1Cs ($p < 0.05$); better knowledge of self-care skills ($n.s.$); tested their blood glucose more often ($p < 0.05$)</i>
What will be the impact of these findings? <i>Use of CDWs has the potential to enhance service and quality of care for 'hard to reach' clients. The process evaluation demonstrated the need for a structured orientation and ongoing education program and regular follow-up for supervision and support of the CDWs. Study accepted for presentation at DC professional conference and will also be presented at Health Region for ongoing funding.</i>
Besides yourself, who worked on the research project implementation, analysis, and interpretation? <i>Researchers included university professors from Community Health Nursing. Two nurse educators from the DEC were also on the research team and included in implementation, and interpretation of results.</i>
What was your role in the research project? <i>I was one of the nurse educators fully involved in all aspects of the research project. Chaired research team meetings to discuss planning and eventually results. Will present on behalf of the team at DC.</i>
<input checked="" type="checkbox"/> Copy of executive summary of the results from the research in portfolio

Manager's/Researcher's Name: (print) S. Blackstone	Manager's/ Researcher's Signature: <i>S Blackstone</i>	Date: March 05, 2018
Phone # 514 555 0000	Email: sblack@provider.ca	CTFNno(signing CDE® only)

Portfolio Page:

Form 5E: Involvement in Quality Improvement – Creating the Project Charter

Credit Value: 15 Credits per Charter. A Project Charter may only receive credit once in a CCP.

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000000001

DATE COMPLETED: MONTH: August

YEAR: 2019

NOTE: The information provided should not exceed two pages.

Name or Title of QI Project. <i>Improving Outcomes for People with type 2 diabetes referred for education and to a medical specialist</i>		
State the problem or issues, which led to the QI project. <i>No previous method to track outcomes and no specific processes to ensure quality education or medical review. Unable to provide continuing follow-up due to referral volume.</i>		
State the QI project aim. <i>By xxx, people with type 2 diabetes referred for services will:</i> <ul style="list-style-type: none">• <i>Be offered an initial visit within three weeks of their referral with one team member [sooner if triage criteria give a higher priority to the referral]</i>• <i>Be provided with access to ongoing support and follow-up over six months by diabetes team members and community based services</i>• <i>Be provided a discharge time and plan with both the client and physician receiving a copy of the plan</i>		
Describe the key measures for the project (outcome, process, balancing). <i>Outcome:</i> <ul style="list-style-type: none">• <i>90% of people with diabetes have a minimum of a 1% decrease in A1C</i>• <i>75% will have A1C \leq 7%</i>• <i>75% will have LDL and total cholesterol at DC targets</i>• <i>90% of clients will have set at least one goal for self-management using the LWCC steps documented in chart</i> <i>Process:</i> <ul style="list-style-type: none">• <i>Utilization of community resources</i>• <i>Workings days between referral and first appointment offer</i>• <i>Number of clients with a specific discharge plan sent to family physician and client</i>• <i>Number of clients with recorded behavior changes (SMBG, healthy eating, insulin start)</i> <i>Balancing:</i> <ul style="list-style-type: none">• <i>Client and staff satisfaction with services</i>		
What was your role in the charter development? <i>I participated in all team meetings and decision-making. I assisted with writing, reviewed documents and provided input along with other team members.</i>		
<input checked="" type="checkbox"/> Copy of executive summary of the project charter in portfolio		
Manager's/Researcher's Name: (print) <i>S. Blackstone</i>	Manager's/ Researcher's Signature: <i>S Blackstone</i>	Date: <i>March 05, 2020</i>
Phone # 514 555 0000	Email: sblack@provider.ca	CTFNno (signing CDE® only)

Portfolio Page:

Form 5F: Involvement in a Quality Improvement Project – Implementation

Credit Value: 15 Credits per Project implemented

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000000001

DATE COMPLETED: MONTH: August

YEAR: 2019

NOTE: The information provided should not exceed two pages.

Name of Quality Improvement Project.

Improving Outcomes for People with type 2 diabetes

What was the project aim (from charter)?

By Sept 2018, people with type 2 diabetes referred for services will:

- Be offered an initial visit within three weeks of their referral with one team member [sooner if triage criteria give a higher priority to the referral]*
- Be provided with access to ongoing support and follow-up over six months by diabetes team members and community based services*
- Be provided a discharge time and plan with both the client and physician receiving a copy of the plan*

Describe the major Plan/Do/Study/Act cycles in the project.

Pre-implementation PDSA cycles were done to test the materials with feedback from staff and potential clients. In the first four months of implementation, PDSA cycles were done to further test the processes and forms being used – with each cycle changes and improvements were made.

After 8 months, data was collected for all process measures and early results for outcome measures. Client and staff satisfaction surveys were completed. Telephone interviews were done with 10% of clients who had completed the program.

After 14 months, all of the above data measures were collected again to form the final results of the quality improvement project.

What were the major results for the measures in the project charter?

Outcome:

- 88% of people with diabetes had a minimum of a 1% decrease in A1C*
- 65% had A1C \leq 7%*
- 76% had LDL and total cholesterol at DC targets*
- 90% of clients set at least one goal for self-management*

Process:

- 58% of clients used community resources*
- Average of 14 working days between referral and first appointment offer*
- 98% clients with a specific discharge plan sent to family physician and client*
- 98% of clients with recorded behavior changes*

Balancing:

- Client + staff satisfaction positive; several suggestions to improve program.*

What was your role in the QI program?

I assisted with final chart audits; reviewed and discussed results as part of team and presented to other program staff members. Part of the team, which used these results to implement program changes and create a new program quality improvement charter.

Manager's Name: (print) S. Blackstone	Manager's Signature: <i>S Blackstone</i>	Date: March 05, 2020
Phone # 514 555 0000	Email: sblack@provider.ca	CTFNno (signing CDE® only)

Portfolio Page:

Form 5G: Development of Policy and Procedures

Credit Value: 10 Credits per Policy and Procedure developed

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000000001

DATE COMPLETED: MONTH: August YEAR: 2019

Note: The information provided should not exceed two pages.

Name of Policy/Procedure:

Management of Hypoglycemia During Hospitalization

What needs prompted the development of the policy/procedure?

Complaints from people with diabetes about inappropriate treatment of hypoglycemia during their hospitalization [access to glucose, amount recommended, access to SMBG monitoring equipment]. Brief review of usual hypoglycemia management on inpatient units, including short knowledge quiz done by staff members on 6 inpatient units. The staff found not to be current with DC guidelines.

Summary of research done to inform the policy/procedure

Working group representing managers, staff, clinical educator and DEC was formed to

- *Review of DC guidelines*
- *Contact 4 other hospitals to review their policies and procedures*

Summary of policy/procedure implementation and the evaluation process

Implementation plan was developed. It included placing posters on all hospital units and unit in-services to nursing, medical and dietetics staff members. A follow-up audit took place 3 months later and a 3-question survey was given to a random sample of inpatients with diabetes to see if they received appropriate treatment for hypoglycemia. Results indicated there was change in practice with need for minor reinforcement.

Who worked on the development/implementation/evaluation of the policy/ procedure?

Working group (as above) designed all phases – development, implementation and evaluation.

What was your role in the development/implementation/evaluation of the policy?

I chaired the committee and did the majority of the writing. I assisted with data collection in the evaluation and analysis/review of the results.

Manager's Name: (print) <i>S. Blackstone</i>	Manager's Signature: <i>S Blackstone</i>	Date: <i>March 05, 2020</i>
Phone # 514 555 0000	Email: <i>sblack@provider.ca</i>	CTFNno (signing CDE® only)

Portfolio Page:

Form 5H: Editorial Board, Editor or Associate-Editor for Diabetes Related Professional Journal

Credit Value: 20 credits per CCY

Issued: 2019

NAME: Jennifer Brown

CTFNo: 0000000001

Credits this Page: 15

Credit Collection Year and Dates	Journal	Position and Description	Credits	Appointment Letter in Portfolio
01- January-2019 to 31-December 2019	Canadian Journal of Diabetes	Associate editor. Responsible for working with editor and committee to develop the journal content plan, recruit authors and monitor the peer review process.	20	<input checked="" type="checkbox"/>

Portfolio Page:

Form 5I: Development of Best Practice Guidelines or Clinical Practice Guidelines, Member of an Expert Panel

Credit Value: 20 Credits per Project per CCP

Issued: 2019

NAME: Jennifer Brown

CTFNo: 0000000001

Credits this Page: 20

Start and End Dates	Group Producing Guidelines	Role and Description	1 to 3 CDE® Competencies	Credits	Appointment Letter in Portfolio
			↓		
January-Sept. 2020	Diabetes Canada	Member of expert panel on blood glucose monitoring. Responsible for literature review, grading evidence and writing and edit drafts, including recommendations, with 2 other panel members.	1.A 4.4. A-B	20	<input checked="" type="checkbox"/>

Portfolio Page:

Form 5J: Program Evaluation - Design and Implementation

Credit Value: 5 credits per program evaluated per Credit Collection Period

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000000001

DATE EVALUATION COMPLETED: MONTH: August

YEAR: 2019

Note: The information provided should not exceed two pages.

Name of Program Evaluated. <i>Gestational Diabetes Program at DEC in Faraway, Canada</i>		
What method was used for the program evaluation? <input type="checkbox"/> Part CCHSA organization accreditation <input checked="" type="checkbox"/> Participated in the DC National Recognition Program		
<ol style="list-style-type: none">1. <i>To engage in self-assessment of our diabetes program, review and evaluate outcomes, processes and structures.</i>2. <i>To identify strengths and areas of improvement as part of continuous quality improvement leading to promotion and enhancement of services.</i>3. <i>To achieve the gold standard for Diabetes Education in Canada and optimize health outcomes</i>		
Describe the program evaluation process used. <i>The program was evaluated by the Standard Recognition Program self-assessment tool. This tool is a template, which consists of 3 standards: Structure, Process and Outcome standards used for evaluating the Diabetes Education Program. Our team had to provide documentation such as forms, sample resources and tools, questionnaires, etc. and reflect on the standards. In addition, our program staff reflected on our Diabetes Education Program practices and how they align with the Clinical Practice Guidelines. Our program evaluation was reviewed by the Standards Recognition Program members.</i>		
Describe the <u>major</u> findings as a result of the program evaluation. <i>There were several major outcomes from the evaluation.</i> <ul style="list-style-type: none">- <i>Demonstration that our program takes into consideration personal values of clients, social determinants of health, cultural values and goal setting</i>- <i>We have cost effective strategies to identify risk factors and prevent complications including group health visits for foot care, blood pressure and lipid assessment</i>- <i>Our Diabetes Education Program was encouraged to explore tracking the number of clients referred with existing complications and those referred to other specialists</i>		
How does your program plan to use these findings? <i>We plan to use the findings for quality improvement of our programs and services. We developed strategies to document immunizations, foot assessments, and depression screening. In addition, we have revised some of our existing resources.</i>		
Who worked on the evaluation of the program? <i>Our Diabetes Education Program team members consisting of 2 RN's and 2 RD's. The standards were reviewed and evaluated using the SRP tool provided. We divided up the standards and developed working groups for each, gathered relevant data, assessments, and supporting documents. We then reported back to the larger working group.</i>		
What was your role in the evaluation of the program? <i>As the diabetes nurse educator, I helped to develop the evaluation plan, led the evaluation process and compiled the data into the final report.</i>		
Manager's Name: (print) S. Blackstone	Manager's Signature: <i>S Blackstone</i>	Date: 25-August-2019
Phone # 514 555 0000	Email: sblack@provider.ca	CTFNno (signing CDE® only)

Portfolio Page:

Form 5K: External Reviewer for Provincial, National or Regional Resources

Credit Value: 5 credits per external review performed.

Issued: 2019

NAME: Jennifer Brown

CTFNo.: 0000000001

Date	Organization	Role and Description	1 to 3 CDE® Competencies		Invitation Letter or Email in Portfolio
				Credits	
January 2018	Diabetes Canada National Nutrition Committee	Volunteered to review a draft version of the new Glycemic Index handouts and resources and provide written comments. Also asked to seek comments from colleagues.	2.A, 2D,	5	<input checked="" type="checkbox"/>
February 2019	Provincial Diabetes Program	Volunteered to review the insulin adjustment guide template, which was developed by a provincial working group. The guide was reviewed, revised and published in May 2019. It is now the provincial booklet in Timbuctoo for use in training Educators on how to work with patients to adjust insulin.	3B, 3C	5	<input checked="" type="checkbox"/>

Form 6A: Professional Engagement in Diabetes Education

Credit Value: 15 Credits per Leadership Position per CCP

Issued: 2019

NAME: Jennifer Brown

CTFNno: 0000000001

Note: The information provided should not exceed two pages.

Name of Group/Position Held <i>Provincial Chronic Disease Management Program Task Force: Chair person</i>
Start and end dates of when you held the position. <i>11-May- 2019 to 01- June- 2020</i>
Purpose of the Group/Committee <i>The group was organized with the purpose to help develop and integrate a chronic disease management program in primary care to help with prevention, and early diagnosis of diabetes by providing lifestyle management support for clients. The program would be standardized and overseen by government in different community organizations, to ensure that all communities would benefit from the same support.</i>
Describe your participation with this group <i>I was the Chair of the working group, which extended diabetes education services into primary care with family physicians as a pilot project with evaluation. I coordinated meetings of the working group, served as a liaison with evaluation support personnel, wrote the draft final report and facilitated discussion of recommendations. I was an expert member who actively participated in all meetings and proposed an educational teaching tool and method that could be used across all sites. I trained, observed and evaluated different healthcare professionals on how to use this tool and integrate into the program.</i>
As a result of your participation, describe the specific outcomes which led to an enhancement of diabetes knowledge and/or practice <i>As a result of my leadership, this educational teaching tool was able to be integrated into the program as a standardized method of teaching province-wide. Clients had access to a standardized diabetes education tool, which was based on adult learning principles. Health care professionals were more confident in using this novel approach to education.</i>
How did this enhance your own diabetes knowledge and practice (in context of your group or committee)? <i>This experience allowed me to gain a better understanding of how standardizing care across the province is beneficial for clients, health care professionals and the province. It allowed me to expand my resources and network throughout the province. This in turn has allowed me to offer even better and complete care to my clients. It has also extended the diabetes network and resources available for other healthcare professionals. This will help reach more clients in the community.</i>
Letter of appointment or invitation to participate in portfolio <input checked="" type="checkbox"/>

Portfolio Page:

Form 6B: CDE® Acting as an Expert and/or Advisor

Credit Value: 10 Credits per Group per CCY

Issued: 2019

NAME: Jennifer Brown

CTFNo: 0000000001

Note: The information provided should not exceed two pages.

Name of Group/Position Held: <i>Working Group on Self-Monitoring of Blood Glucose</i>
Credit Collection year for which credit is being claimed: 2019
Purpose of the Group/Committee: <i>Develop guidelines for the use of self-monitoring of blood glucose in people with Type 2 diabetes.</i>
List date and type of at least 3 meetings: <ol style="list-style-type: none"><i>February 9-10, 2019 Initial group meeting</i><i>March 11, 2019 2 hour conference call</i><i>May 11, 2019 2 hour conference call</i><i>June 15, 2019 final group meeting</i>
Describe the expertise you have provided to this group in the past year: <i>I provided input regarding situations where SMBG would be useful to help Type 2 clients adjust their lifestyle and medical management of diabetes. I shared knowledge of the current CPGs for nutrition, self-management education, and blood glucose targets as it relates to SMBG. I reviewed relevant scientific literature to develop evidence based guidelines for the use of SMBG in Type 2 diabetes.</i>
Letter of appointment or invitation to participate in portfolio: <input checked="" type="checkbox"/>

Portfolio Page:

Form 6C: Diabetes Camp Experience

Credit Value: 10 Credits per CCY

Issued: 2019

NAME: Jennifer Brown

CTFNo: 0000000001

Note: The information provided should not exceed two pages.

Name of Camp and location: <i>Camp Carowanis, Sainte-Agathe-des-Monts, Quebec</i>	Position Held: <i>Head Dietitian</i>
Dates of Participation: <i>July 9–15, 2020 and August 6 -12, 2020</i>	
Credit Collection year for which credit is being claimed: <i>2020</i>	
Duties at the Camp: <i>Helped plan the menu for the week for breakfast, lunch, supper and snacks. Plan meals and snacks for trips away from the campsite. Helped teach the campers how to count carbohydrates and use insulin to carbohydrate ratios, help campers measure their food portions and adjust based on their meal plans. Helped the monitors plan for packing snacks based on the activities and treatments for hypoglycemia. Educated children on healthy eating and planning balanced meals using the plate method.</i>	
Describe the expertise you have provided at camp: <i>This summer the theme was fiber: developed an activity for the campers to identify fibers, where to find them, their benefits, and how this affects insulin, etc. Expertise as the dietitian to adapt meal plans to the varying needs such as celiac disease, allergies, kosher, etc.</i>	
Describe your new learning from participating at the camp. Relate to at least one CDE® competency,: <i>My new learning was in relation to competency 4.1.A and 4.1.C in terms of hypoglycemia and adapting based on pediatric needs in different situations such as days away from camp and new activities. Also competencies 2A, 2C, 2D and 2G with new learning in teaching carb counting and meal planning for pediatrics and in varying life stages and situations as well as education of carb counting to a pediatric population.</i>	
Describe how this impacted your own diabetes knowledge and practice <i>I learned about appropriate snacks for preventing hypoglycemia in children with varying needs such as gluten free and snacks that are available at camp. Developed my practice in education to youth in a group setting.</i>	
Letter of appointment or invitation to participate in portfolio: <input checked="" type="checkbox"/>	

Portfolio Page: