

Diabetes Continuing Education Module

Directions: Select the BEST answer for each item in the post test. Circle the lower case letter of the BEST answer on the answer sheet provided.

1. Which of the following is/are TRUE about diabetes in the twentieth century?
 - 1) Death rates associated with chronic illnesses including diabetes have increased substantially.
 - 2) The prevalence of diabetes has increased sixfold since the early 1930s.
 - 3) Diabetes and its complications is estimated to be the third (3rd) leading cause of death by disease in the United States.
 - 4) The rate of diabetes has increased much faster for persons 65 years and older due to the increased life expectancy of the population.
 - a. 1 and 2
 - b. 2 and 3
 - c. 1, 2, and 3
 - d. 1, 2, 3, and 4
2. The team approach to diabetes treatment with the diabetic as the central team member is critical because:
 - 1) diabetes treatment is complex and no single health care professional can provide the multiple skills and resources necessary.
 - 2) diabetics themselves must carry out the majority of their care and are a vital element in successful treatment.
 - 3) health team collaboration in diabetic treatment planning can result in improved delivery of care for the diabetic.
 - 4) diabetics are never compliant unless they are active in treatment planning.
 - a. 1 only
 - b. 2 and 3
 - c. 1 and 3
 - d. 1, 2, and 3
3. It is common for the person with diabetes to:
 - 1) have been socialized into a traditional role of "passive patient" not responsible for his/her treatment.
 - 2) possess the objectivity and detachment necessary to view the disease rationally and scientifically.
 - 3) feel loss of the "healthy self" following his/her diagnosis as a diabetic.
 - 4) feel overwhelmed by the degree to which treatment is dependent on his/her daily monitoring and adaptation.
 - a. 1, 3, and 4
 - b. 2 only
 - c. 2, 3, and 4
 - d. 1, 2, 3, and 4
4. Diabetic program planning includes which of the following elements?
 - a. Assessment of all available resources about diabetes.
 - b. Establishment of communication networks of diabetic resources in the community.
 - c. Identification of the Diabetic group and their concerns.
 - d. All of the above.
5. After a group diabetic profile from health records has been done, which of the following areas should be assessed with the diabetic population before program planning.
 - 1) Specific data about the special problems which the diabetic workers want solved (i.e., meal planning).
 - 2) Content areas/topics they want included in the diabetic education program.
 - 3) An individual diabetes profile of each diabetic worker outlining specific needs.
 - 4) The population's preferred type of learning activities (i.e., return demonstration or lecture).
 - a. 1 and 4
 - b. 2, 3, and 4
 - c. 1, 2, and 3
 - d. 1, 2, 3, and 4

Sample Certified Diabetes Education Test Questions

J Elliott



Sample Certified Diabetes Education Test Questions:

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The Practice of Patient Education Barbara Klug Redman, 2006-06-30 With patients leaving the hospital sicker and more care being done in outpatient settings or at home patients need to become active informed participants on their health care team This one of a kind text provides unique advice to help nurses apply their knowledge and skills to teaching patients in the clinical setting with specific diseases including special populations The book is organized into two basic sections the first describes the theories and process of learning and teaching and the second focuses on the major fields of patient education practice in place today The new case study approach also makes it easy for students to understand how to apply teaching strategies to specific patient types resulting in better informed patients and a more positive teaching learning experience Covers a variety of learning theories and concepts as well as strategies for applying them in patient teaching Uses evidence based patient education practice with extensive citations to the research base Presents key issues in patient education such as literacy use of patient decision aids and multiple patient conditions for which organized patient education should be developed Includes study questions with suggested answers Teaching basics streamlined for use as the main text for a course or as a supplement to any clinically oriented course Includes multiple case examples at every stage of the teaching process which students can use as models to guide their own practice New case study approach provides multiple case examples enabling readers to understand how to apply teaching strategies to specific patient types and settings Now includes

significant content in patient self management of chronic conditions the largest growing area of patient education

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Williams' Basic Nutrition and Diet Therapy - E-Book Staci Nix McIntosh,2021-07-15 NEW Next Generation NCLEX case studies and question types are included in the text and on the companion Evolve website NEW Easy to follow writing style utilizes a more lively and direct conversation tone to make material easier to understand NEW Updated references reflect the studies and statistics published in the most current scientific literature NEW Incorporation of the new Nutrition Care Process model grounds you in the systematic approach to providing high quality nutrition care with regard to nutrition assessment diagnosis intervention and evaluation NEW Coverage of the new Physical Activity Guidelines for Americans ensures you are versed in the latest recommendations

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Williams' Basic Nutrition & Diet Therapy, 16e, South Asia Edition-E-Book Staci Nix McIntosh, 2021-11-18. Stay up to date on all the latest in nutrition care with *Williams' Basic Nutrition Diet Therapy 16th Edition*. This market-leading text provides concise, need-to-know coverage of hot topics, emerging trends, and cutting-edge research to ensure you are equipped to make informed decisions on patient nutrition in the clinical space. And with its conversational writing style, vivid illustrations, and wide array of reader-friendly features, you can easily understand how the concepts in the book can be applied in clinical practice. The text is broken out into four parts: an introduction to the basic principles of nutrition science, human growth and development, needs, community nutrition, and clinical nutrition. Case studies with accompanying questions for analysis in the clinical care chapters focus your attention on related patient care problems. Cultural Considerations boxes discuss how a patient's culture can affect nutritional concepts in practice. Clinical Applications and For Further Focus boxes highlight

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Doctor of Nursing Practice Project: A Framework for Success Katherine J. Moran,Rosanne Burson,Dianne Conrad,2019-02-25 The Doctor of Nursing Practice Project A Framework for Success Third Edition provides the foundation for the scholarl process enabling DNP students to work through their project in a more effective efficient manner *Nurse Practitioner Certification Examination and Practice Preparation* Margaret A Fitzgerald,2017-03-14 Start preparing for your future today The new edition of this award winning text written by renowned NP educator and certification preparation expert Dr Margaret Fitzgerald A must read for anyone taking the NP certification exam Develop critical thinking and test taking skills for the exam and the firm knowledge base needed for both the exam and practice The 5th edition delivers the latest guidelines recommendations diagnostic and treatment protocols and procedures everything critical to passing the NP boards **Jones & Bartlett Learning's Medical Assisting Exam Review for National Certification Exams** Helen

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Table of Contents Sample Certified Diabetes Education Test Questions

1. Understanding the eBook Sample Certified Diabetes Education Test Questions
 - The Rise of Digital Reading Sample Certified Diabetes Education Test Questions
 - Advantages of eBooks Over Traditional Books
2. Identifying Sample Certified Diabetes Education Test Questions
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Sample Certified Diabetes Education Test Questions
 - User-Friendly Interface
4. Exploring eBook Recommendations from Sample Certified Diabetes Education Test Questions
 - Personalized Recommendations
 - Sample Certified Diabetes Education Test Questions User Reviews and Ratings
 - Sample Certified Diabetes Education Test Questions and Bestseller Lists

5. Accessing Sample Certified Diabetes Education Test Questions Free and Paid eBooks
 - Sample Certified Diabetes Education Test Questions Public Domain eBooks
 - Sample Certified Diabetes Education Test Questions eBook Subscription Services
 - Sample Certified Diabetes Education Test Questions Budget-Friendly Options
6. Navigating Sample Certified Diabetes Education Test Questions eBook Formats
 - ePub, PDF, MOBI, and More
 - Sample Certified Diabetes Education Test Questions Compatibility with Devices
 - Sample Certified Diabetes Education Test Questions Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Sample Certified Diabetes Education Test Questions
 - Highlighting and Note-Taking Sample Certified Diabetes Education Test Questions
 - Interactive Elements Sample Certified Diabetes Education Test Questions
8. Staying Engaged with Sample Certified Diabetes Education Test Questions
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Sample Certified Diabetes Education Test Questions
9. Balancing eBooks and Physical Books Sample Certified Diabetes Education Test Questions
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Sample Certified Diabetes Education Test Questions
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Sample Certified Diabetes Education Test Questions
 - Setting Reading Goals Sample Certified Diabetes Education Test Questions
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Sample Certified Diabetes Education Test Questions
 - Fact-Checking eBook Content of Sample Certified Diabetes Education Test Questions
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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