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| **Domain IV: Population Health, Advocacy, and Professional Development** | Rating Scale:1= Understands 90% of content, little review2= Understands 75% of content, minimal review3= Understands 50% of content, extensive review4= Understands <10% of content, start from beginning |
| **Domain IV makes up 14% of the BC-ADM exam (2 tasks)** | Self-Rating | Plan |
| 1. Task: Stay informed and understand regulatory, accreditation/recognition, and reimbursement programs and standards for institutions and providers. | 3 questions on the exam |  |
| Knowledge of: |  |  |
| a. The Joint Commission (e.g., inpatient glycemic recognition program) |  |  |
| b. Patient-centered medical home |  |  |
| c. Healthcare Effectiveness Data and Information Set (HEDIS) |  |  |
| d. ADA   Education Recognition Program (ERP) |  |  |
| e. ADCES Diabetes Education Accreditation Program (DEAP) |  |  |
| f.  CMS (e.g., remote patient monitoring, telehealth, reimbursement guidelines for DSMT) |  |  |
| g. OSHA |  |  |
| h. CLIA |  |  |
| i.  HIPAA (e.g., data safety and privacy regulations) |  |  |
| j.  FDA-Digital Therapeutics (e.g. connected devices  ) |  |  |
| 2. Task: Position an organization and other healthcare professionals as experts who can improve a system’s performance by utilizing QI infrastructure to gauge population-level diabetes measures. | 2 questions on the exam |  |
| Knowledge of: |  |  |
| a. Population health |  |  |
| b. Chronic care model (CCM) |  |  |
| c. Population/community assessment |  |  |
| d. Program planning, implementation, evaluation |  |  |
| e. Addressing social determinants of health |  |  |
| f.  Data analysis aggregation and risk stratification |  |  |
| g. Disease registries |  |  |
| h. Electronic health record data |  |  |
| i.  Multi-disciplinary teams |  |  |
| 3. Task: Understand, design, and evaluate the effectiveness of continuous quality improvement (CQI) program development based on community needs. | 2 questions on the exam |  |
| Knowledge of: |  |  |
| a. DSMES program |  |  |
| b. Models for CQI (e.g., LEAN, Six Sigma, DMAIC, Plan-Do-Study-Act, IHI model, Re-AIM, Workflow mapping, and others) |  |  |
| c. Program evaluation (e.g., aggregated data) |  |  |
| d. Development and sustainability (e.g., developing mission, vision statement, and program goals) |  |  |
| 4. Task: Become familiar with public health initiatives and strategies to inform practice. | 2 questions on the exam |  |
| Knowledge of: |  |  |
| a. National health initiatives (e.g. Healthy People 2020) |  |  |
| b. Prevention strategies (e.g. from CDC’s National Diabetes Prevention Program) |  |  |
| c. Public health and policy trends (e.g., insulin cost/access) |  |  |
| 5. Task: Engage in scholarly activities and promote the advancement of the scientific body of knowledge. | 2 questions on the exam |  |
| Knowledge of: |  |  |
| a. Scholarship (e.g., interpret and apply research) |  |  |
| b. Research design, methodology, and basic statistical analysis |  |  |
| c. Identification of clinical/system/research problems |  |  |
| d. Appropriateness and credibility of data sources and research methods |  |  |
| 6. Task: Incorporate technology to individualize care, virtual or from a remote setting, interface with medical software, and maintain security and privacy of electronic records. | 4 questions on the exam |  |
| Knowledge of: |  |  |
| a. Medical software |  |  |
| b. Security and privacy of electronic health records |  |  |
| c. ADA Standards of Care—Technology (e.g., devices, apps, remote or virtual monitoring, telehealth |  |  |
| 7. Task: Use and advocate for person-first strength-based language. | 3 questions on the exam |  |
| Knowledge of: |  |  |
| a. Neutral, fact based, non-judgmental language, free from stigmas, inclusive and imparts hope |  |  |
| b. Fostering collaboration |  |  |
| 8. Task: Display leadership qualities to manage, coordinate, supervise, and teach others to achieve goals.  | 3 questions on the exam |  |
| Knowledge of: |  |  |
| a. Fundamental understanding of business management theory |  |  |
| b. Leadership qualities |  |  |
| c. Mentoring and coaching |  |  |
| d. Team building and collaboration |  |  |
| e. Interprofessional communication strategies |  |  |
| f.  Scope of practice and licensure  |  |  |
| g. Leadership models and skills |  |  |