

CANADIAN DIETETIC REGISTRATION
EXAMINATION PREPARATION
COURSE
CDRE PREP COURSE



Presented by
Sue Behari McGinty MHSc RD

- ▶ A Registered Dietitian:
 - ▶ Understanding of all areas of dietetics practice in Canada
 - ▶ Understanding of the entry to practice competencies for dietetic practice in Canada
 - ▶ Understanding of entry to practice exams for dietitians in Canada
 - ▶ Expertise in developing assessment tools using Multiple Choice Questions (MCQ's)

WHO AM I

- ▶ The author of this webinar has no current affiliation with any of the dietetic regulatory bodies in Canada nor the *Alliance of Canadian Dietetic Regulatory Bodies*.
- ▶ This course will not provide any information on the administration of the examination. Candidates are reminded to refer to the one official Guide provide by the *Alliance of Canadian Dietetic Regulatory Bodies*, any of the Provincial Dietetic Colleges or the Examination provider.

DISCLOSURES/DISCLAIMER

- ▶ The objective of this course is simply to assist dietitians who feel they need some extra help to achieve a “pass” for the CDRE
- ▶ The intention is to provide guidance to candidates writing this examination. This information will augment official written materials provided by Provincial Dietetic Regulatory Colleges and the *Alliance of Dietetic Regulatory Bodies in Canada*.
- ▶ Remember your accredited degree and practicum is sufficient preparation to write and pass the CDRE.
- ▶ Who would best benefit from the course?

INTRODUCTION: PURPOSE AND INTENT

▶ TESTIMONIAL

- ▶ “Thanks for providing this course! It helped me stay on track of studying the material and helped me feel prepared for the exam. I think the BEST way to study for this exam is by doing other multiple choice questions. There were a lot of similar questions on the exam that were practice questions in the study material. The first time I completed the CDRE (and failed) I believe was due to my lack of multiple choice practice. This course helped a lot- thanks!”

WHAT DIETITIANS WHO TOOK THIS
COURSE IN THE PAST HAVE
SAID.....

▶ TESTIMONIAL

- ▶ “I wanted to share with you that I passed the CDRE! Your course was hugely helpful and I would recommend it to anyone looking to increase their confidence in writing the CDRE, particularly if they qualified overseas (as I did) and/or haven’t reviewed the material in some time. I went into the exam feeling confident that I had reviewed all testable areas, and your course really helped to pace my studying and keep me on track. Thanks again for providing such a valuable course.”
November 2020 examination candidate!”

WHAT DIETITIANS WHO TOOK THIS
COURSE IN THE PAST HAVE
SAID.....

- ▶ Remember this is not meant to be a comprehensive rehash of everything you have covered in four years of university course work and your practical education, rather it is a review of select topics.
- ▶ The content of the modules and cases has been selected to reflect what is articulated in the *Blueprint* for the exam.
- ▶ I am mindful that this is a competency based exam and I do caution you not to focus too much on gaining knowledge about food, nutrition and dietetics. You should have this already, having been deemed eligible to write the CDRE.
- ▶ As requested I have provide over 200 practice questions for you.

COURSE CONTENT

- ▶ An overview of the course content
 - A review of the study modules; and the complementary cases, scenarios, questions and answers and multiple choice questions and answers. The focus here will be on how to use this information to prepare for the exam.
- ▶ Finally, I offer tips to navigate multiple choice questions.

OUTLINE: WHAT WILL BE COVERED IN THE WEBINAR

- ▶ The modules and practice questions:
- ▶ 1: Communication, Collaboration and Education Principles – includes 10 practice questions
- ▶ 2: Professional Practice, Policies and Standards, Research, Government of Canada Resources and Jurisprudence – includes 14 practice questions
- ▶ 3: Population & Public Health, Health Promotion and Disease Prevention – includes 10 practice questions related to two cases
- ▶ 4: Management, Food Service Management and Food Service Systems – the module contains 57 questions and answers and 102 multiple choice questions with answers AND there are 10 practice questions
- ▶ 5: Food and Nutrition Science – the module contains 11 questions and answers and reference another 28 practice questions
- ▶ 6: Nutrition Care - 10 practice questions related to two cases
- ▶ 185 questions different from the practice questions introduced in the Practice (Mock) Exam ensuring coverage of all testable performance indicators noted in the blueprint

COURSE CONTENT (2)

REFERENCES AND LINKS

- ▶ All links provided in this course have been checked September 2021.
- ▶ Note for some Links: You may have to cut and paste into your browser

- ▶ Once you purchase the course the password is provided
- ▶ www.suebehari.com password protected page

WHERE TO FIND YOUR STUDY MODULES AND PRACTICE QUESTIONS

- ▶ Module 1: Communication, Collaboration and Education Principles.
 - ▶ Refer to Study Module for details on how to use the modules

- ▶ Note consistent format for ease of use for all of the modules

HOW TO USE THE STUDY MODULES

- ▶ Module 2: Professional Practice, Policies and Standards, Research, Government of Canada Resources and Jurisprudence.

HOW TO USE THE STUDY MODULES

- ▶ Module 3: Population & Public Health, Health Promotion and Disease Prevention

HOW TO USE THE STUDY MODULES

- ▶ Introduction to Module 4: Management, Food Service Management and Food Service Systems.
 - ▶ You have 57 questions and answers related to Food Service Management to facilitate specific learning; and 102 MCQ's with answer key to test your knowledge. All taken from or adapted from commonly used text books.

HOW TO USE THE STUDY MODULES

- ▶ Module 5: Food and Nutrition Science.
 - ▶ Refer to the Study Module – a few multiple choice questions at end of module and reference to another 28 questions, answers and rationale

HOW TO USE THE STUDY MODULES

▶ Module 6: Nutrition Care.

- ▶ A few cases related to this study module provides an understanding of clinical cases you will see on the exam. The mock exam covers several other cases related to a wide variety of diseases and conditions

HOW TO USE THE STUDY MODULES

TIPS FOR NAVIGATING MULTIPLE CHOICE QUESTIONS



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- ▶ Types of questions (cognitive aspects of the questions):
 - ▶ Knowledge: You have knowledge of concepts fundamental to the profession
 - ▶ Comprehension: You understand concepts fundamental to the profession and you can apply that knowledge
 - ▶ Critical Thinking: You have the knowledge, can apply it in complex situations by critical analysis and interpretation – 50% of the questions/items
 - ▶ In sum, most of the questions will rely on your ability to critically analyze and integrate information and respond in a way that most dietitians who are minimally competent will also arrive at!

REMINDER: TYPES OF EXAM QUESTIONS

- ▶ Most of your questions will be clean and easy for you to arrive at the right response - see Questions 36 in the Guide

A nice example of connecting what is asked for in the stem to the right response. Most of your questions will be clean and straightforward like this one! Rest assure! This is a fair, well vetted examination that is not meant to trick you! Remember you have just over a minute per question.

OVERALL TIP

- ▶ Refer to sample question #3 in the guide

All options are essentially important and correct , but **acceptance of the entrees by the residents is the limiting one according the answer provided.** Also note how this option is different from the others. All others related to direct costs.

TIP #1 WHEN ALL THE OPTIONS SEEM TO BE CORRECT.

- ▶ Refer to sample question #9 in the Guide
 - ▶ In this sample question option 1 and 4 could be correct. Option 1 has a tone that does not suggest **client centeredness** and furthermore it does not include the SDM. Option 4 is more **inclusive**. So in sum, look for the most inclusive answer and or an answer that follows a fundamental principle of dietetic practice such as client centeredness. Other fundamental principles include: cultural sensitivity, team inclusivity and respect for team members.

TIP # 2 WHEN TWO OPTIONS SEEM TO BE CORRECT: CHOOSING THE MOST CORRECT

- ▶ Refer to questions 38 (and 39) in the Guide
 - ▶ Both of these questions assess performance Indicators related to Professional Practice Competencies
 - ▶ As before, these questions touch on a fundamental principle in dietitians practice - Client centeredness.
 - ▶ You will see questions that will also expect you to arrive at the right answer related to fundamental professional practice values such as cultural sensitivity and respecting the input of others in the team etc.

TIP #2 RIGHT ANSWERS ADHERE TO FUNDAMENTAL PRINCIPLES IN DIETETIC PRACTICE

- ▶ Refer to sample question # 41 in the Guide

If upon reading the multiple choice answers you feel that a piece of information is missing to help you select the one right answer, refer back to the stem for the clue you missed the first time reading the question. It is there, just subtle.

Option 3 and 4 suggests doing something with the coordinator not the girls who are the target audience. Of the remaining options you would want to do something with the girls vs something passive like providing vegetarian snacks for the girls. You may well provide vegetarian snacks during the interactive cooking sessions.

TIP #3 READING THE STEM AGAIN!

- ▶ Refer to sample question #6

- ▶ Subtle clue could be in the stem of the question

“A 25-year-old client with cerebral palsy (CP) lives in a group home. His motor, mental and communication functions are **partly affected** by his CP. He has recently been diagnosed with end-stage renal disease (ESRD).The dietitian has been consulted as the client is about to begin dialysis treatment.”

- ▶ Therefore you are looking for an option that includes the client and a SDM
 - ▶ Note the SDM could be a family member!

TIP #3 READING THE STEM CAREFULLY

- ▶ Although you will not be given paper and pen to make notes if the multiple choices are numerical and are not in order – high to low or low to high. Order them from high to low or low to high mentally, before you select the right option.
- ▶ This is a trick with MCQ's - jumble them up in no particular order. This trick should not be used, but I cannot guarantee this tactic will not be used, so I have offered it as a tip. It was suggested to me by a colleague who does workshops for medical students on tips for taking MC tests.

TIP #4 ORGANIZE INFORMATION IN ORDER FROM HIGH TO LOW OR LOW TO HIGH

- ▶ Refer to question 25 as well as the rationale for the correct answer in the guide

The fact that it is a worksite wellness program could be ignored, but everything else in the stem should be relevant. However, do focus on what is being asked and, in this case, it is “The dietitian wants to be sure the audience understands the messages”

Different cultures and ranges of literacy allows you to eliminate the three distractors and arrive at the right answer.

- ▶ When you are faced with a question that features a practice setting you are not familiar with – DON'T PANIC!
 - ▶ Remember questions are meant to feature a variety of contexts to represent all dietetic practice settings. Your knowledge, application of knowledge and critical thinking skills are being assessed for practice competencies not practice settings.

**TIP #5: THE “PRACTICE SETTING”
COULD BE IGNORED, BUT
EVERYTHING ELSE IN THE STEM
SHOULD BE RELEVANT**

- ▶ Quite a number of the sample questions use this tactic, so be mindful of this
- ▶ Refer to questions 27 (and 37) in the Guide

Eliminate the obvious wrong answer – option #3.

You may well do #2 and #4, but what would you do **first**.

Clue is also in the stem “shopping and cooking for one” – Read the stem carefully.

TIP #6: FORMATIVE RESPONSES OR WHAT SHOULD THE DIETITIAN DO FIRST, OR WHAT IS THE INITIAL STEP

- ▶ Refer to question 40 in the Guide

Pay attention to words such as objectives and activities. Objectives are developed first and then activities to meet those objectives.

A similar principle will be used in Nutrition Care questions – Assessment first followed by goal setting, plans, implementing and evaluation after etc.

TIP #7: RIGHT RESPONSES FOLLOW A SEQUENTIAL ORDER COMMON TO DIETETIC PRACTICE

▶ Refer to question 44 in the Guide

Eliminate distractors 3 and 4 as they do not connect back to the teacher. Option 1 is passive and option 4 does not show respect for the teacher (see previous tips). That leaves option 2.

TIP #8: IF YOU ARE STUCK TRY USING THE DISTRACTORS TO ARRIVE AT THE RIGHT RESPONSE

- ▶ Refer to the guide for this process
 - ▶ I only recommend you do this for questions for questions you are really stuck on. This is too time intensive to do for every question on the exam.

TIP #9: APPROACHING QUESTIONS USING THE THREE STEP METHOD

- ▶ Sleep, nutrition, hydration, stress relievers, exercise, mindfulness meditation etc. Whatever you need to feel confident going into the exam!
- ▶ Remember the intention of this Preparation Course is to provide guidance to you that complements the official written materials (*Guide*) provided by your Provincial Dietetic Regulatory Colleges and the Alliance of Dietetic Regulatory Bodies in Canada. My hope is that the information presented during this webinar and the accompanying study modules, cases, scenarios, questions and answers and MCQ's will help you to prepare for the exam by helping you focus on areas where you may not feel as confident.

PREPAREDNESS FOR AN EXAMINATION

- ▶ Survey monkey link to be sent to you after the Exam. Please completed it.

EVALUATION

- ▶ I wish only the very best for you and success always.
- ▶ Send questions to dietitian@suebehari.com
- ▶ A Facebook group is set up and details are provided once you purchase the course
- ▶ Text me at 647 639 8991 for a quick response

- ▶ www.suebehari.com

THANK YOU AND GOOD LUCK