



## Preparing for Certified Diabetes Care and Education Specialist Exam (CDCES) 2024

Beverly Thomassian, RN, MPH, BC-ADM, CDCES  
 Pronouns: She, her, and hers  
 President, Diabetes Education Services

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## DiabetesEd.net Website Orientation



### PocketCards



### CDCES Coach App



**Beverly Thomassian, RN, MPH, CDCES, BC-ADM**  
 CEO, coach, instructor, cheerleader, mentor

[www.DiabetesEd.net](http://www.DiabetesEd.net) | [info@diabetesed.net](mailto:info@diabetesed.net) | 530-893-8635

### Question of the Week & Sample Questions

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## We are Here to Help!



**Bryanna Sabourin**  
 Director of Operations  
 Certification Pathway Coach &  
 Customer Happiness Expert



**Tiffany Bergeron**  
 Customer Advocate &  
 Customer Happiness Expert

If you have questions, you can chat with us at [www.DiabetesEd.net](http://www.DiabetesEd.net)  
 or call 530 / 893-8635 or email at [info@diabetesed.net](mailto:info@diabetesed.net)

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## Land Acknowledgment

► We acknowledge and are mindful that Diabetes Education Services stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land, the flora, the fauna, and the waters that run through this area.




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Start Your Journey

Preparing for CDCES Exam?

[Future CDCES - Click Here!](#)

Prep for CDCES Webinars  
Aug 14, Sept 11, Nov 13

Preparing for BC-ADM Exam?

[Future BC-ADM - Click Here!](#)

Prep for BC-ADM  
Aug 8, Sept 12

ADCES Book Bundle:  
Desk Reference &  
Review Guide - 6th  
edition  
\$ 388.95

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## Join us LIVE in San Diego

**DiabetesEd Training Conference**

**Live in San Diego | 30 + CE's**

**October 9th - 11th, 2024**

Coach Beverly Thomassian

Dr. Diana Isaacs

Jessica Jones

[www.DiabetesEd.net](http://www.DiabetesEd.net)

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## Topics – Prep for CDCES

- ▶ Updated Definitions
- ▶ Certified Diabetes Care and Education Specialist
  - ▶ Eligibility requirements
  - ▶ Exam content
  - ▶ Study strategies
  - ▶ Test taking tips
  - ▶ [Resources](#)



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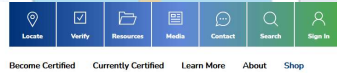
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[www.cbdce.org](http://www.cbdce.org)



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01 — 03

### Thinking about Earning the CDCES?

Join over 19,500 health care professionals who have validated their expertise and professionalism by earning the Certified Diabetes Care and Education Specialist (CDCES) credential.



#### Become Certified

CDCESs educate and support people affected by diabetes. Earn the most recognized credential in diabetes care and education.

[Get started. →](#)

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## What is a CDCES?

A Certified Diabetes Care and Education Specialist is a health professional who possesses comprehensive knowledge of and experience in diabetes prevention, prediabetes, and diabetes management.

The CDCES educates, supports, and advocates for people affected by diabetes, addressing the stages of diabetes throughout the lifespan.

The CDCES promotes self-management to achieve individualized behavioral and treatment goals that reduce risks and optimize health outcomes



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## Why Take the CDCES Exam?

- ▶ Provides a mechanism to demonstrate professional accomplishment and growth
- ▶ Provide formal recognition of specialty practice and knowledge at a mastery level
- ▶ Provides validation of demonstrated dedication to diabetes
- ▶ Promote continuing commitment to best practices, current standards and knowledge




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## Professional Practice Experience Must meet all - 2024

- ▶ A minimum of two years (to the day) of professional practice experience in the discipline under which one is applying for certification

AND

- ▶ \*Minimum of 1,000 hours of professional practice experience within the past **5** years in diabetes self-management education with a minimum of **200** hours = about 4 hrs a week) accrued in the last 12 months.

AND

- ▶ Minimum of **15 clock hours of continuing diabetes education** within **2 years** prior to applying for certification.

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## 2021- 2026 Practice Experience Updates Extended through 2026 and beyond? CBCDE

STANDARD PATHWAY		
DCE PROFESSIONAL PRACTICE EXPERIENCE REQUIREMENT	WITHOUT ADJUSTMENTS (PRIOR REQUIREMENT)	PERMANENT REQUIREMENT CHANGE FOR ALL APPLICATIONS SUBMITTED FROM 1/1/2024 AND FORWARD*
Current DCE experience (12 months prior to applying)	At least 400 hours of DCE in last 12 months	At least 200 hours of DCE in last 12 months
Total DCE experience needed prior to applying	Total 1000 hours in no more than 4 years prior to applying	Total 1000 hours of DCE within 5 years

UNIQUE QUALIFICATIONS PATHWAY		
DCE PROFESSIONAL PRACTICE EXPERIENCE REQUIREMENT	WITHOUT ADJUSTMENTS (PRIOR REQUIREMENT)	PERMANENT REQUIREMENT CHANGE FOR ALL APPLICATIONS SUBMITTED 1/1/2024 AND FORWARD*
Current DCE experience (12 months prior to applying)	At least 400 hours of DCE in last 12 months	At least 200 hours of DCE in last 12 months
Total DCE experience needed prior to applying	Total 2000 hours in no more than 4 years prior to applying	Total 2000 hours of DCE within 5 years

\* Temporary changes were originally to set to end 2022 – 2025 were approved in November 2023 to move from temporary to permanent changes in the eligibility requirements for initial certification.

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### Professional Degree, DSME Practice Hours, plus CE

- ▶ Only experience occurring AFTER completing your professional degree can be counted toward the Professional Practice Experience requirement.
- ▶ Need 1000 hours of DSME Practice Hours
- ▶ If on Unique Qualifications Pathway, need 2000 hours of DSME
- ▶ For more: [info@CBDCE.org](mailto:info@CBDCE.org) or call 877 -239- 3233



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### Quick Question A

- ▶ Diabetes Care and Education Exam includes which of the following philosophies?
- ▶ A. Encouraging compliance improves outcomes
- ▶ B. Empower people to improve diabetes self-management
- ▶ C. Consider individual needs, goals and life experiences
- ▶ D. Help all people achieve an A1c less than 7
- ▶ E. Collaborate and provide ongoing care

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### Definition of Diabetes Education

- ▶ It is a component of a comprehensive plan of diabetes care.
- ▶ Involves the person with prediabetes and or diabetes, caregivers and specialists
- ▶ Ongoing process of facilitating the knowledge, skill, and ability necessary for self-care, as well as activities that assist a person in implementing and sustaining the health practices to manage on an ongoing basis, beyond or outside of formal self-management training.



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## Definition of Diabetes Education

- ▶ Process incorporates the needs, goals and life experiences of the person and is guided by evidence-based standards.
- ▶ Includes practical problem-solving approaches and collaborative care.
- ▶ Address psychosocial issues, lifestyle change, and strategies to sustain self-management




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## Language of Diabetes Education

### Old Way

- ▶ Control diabetes
- ▶ Test BG
- ▶ Patient
- ▶ Normal BG
- ▶ Non-adherent, compliant



Diabetes Care.

The Use of Language in Diabetes Care and Education  
Position Statement: American Diabetes Association, 2019. <https://doi.org/10.2337/dci.19-0001>  
Position Statement: American Diabetes Association, 2019. <https://doi.org/10.2337/dci.19-0001>  
Diabetes Care 2019;42(12):2179-2181. <https://doi.org/10.2337/dci.19-0001>

### New Way

- ▶ Manage
- ▶ Check
- ▶ Participant
- ▶ BG in target range
- ▶ Focus on what they are accomplishing

*What we say matters*

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## What We Say Matters: Language that Respects the Individual and Imparts Hope | FREE Webinar & Resources



Join us on July 11<sup>th</sup> or watch the recorded version!

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## Apply through CBDCE.org to take CDCES

- ▶ Effective March 1, 2024 you will apply for the CDCES Exam through CBDCE but will first need to create an account with CBDCE.
- ▶ If approved, you will be emailed an eligibility confirmation notice which includes the 90-day window during which you'll need to schedule and take your exam. Keep it handy. There's a lot of important and valuable information in it. Once you've got the confirmation notice, you can schedule your exam through your CBDCE account that you created.

▶

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## CDCES Live Remote Proctoring (LRP)

- ▶ Candidate uses own computer from home.
- ▶ A compatibility check of the computer's audio/video, webcam and system is required prior to scheduling.
- ▶ The candidate must have a computer with a web camera that can be moved to display the entire room, a microphone, and internet connection to download the PSI secure browser.
- ▶ Calculator built into program



<https://www.cbdce.org/apply-and-schedule>

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## CDCES Live Remote Proctoring

- ▶ **Breaks:** You are **NOT** allowed any breaks during your LRP exam session.
- ▶ **Identification:** You will be required to take a picture of yourself via the webcam. You will also be required to show via webcam your photo ID.
- ▶ **Room Scan:** You will be required to perform a 360° scan of your testing room. Room must be free of study materials, papers, reference materials, etc.
- ▶ **Calculator:** The LRP platform has a calculator built-in in the lower left-hand corner of screen.
- ▶ **Communicating with your proctor:** will be conducted via chat during the testing session.
- ▶ **Results will pop up on screen upon completion.**



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## When will I get my results?

- ▶ You will receive your test results the same day at testing site or if using remote proctoring.
- ▶ You can retake the test as many times as needed
- ▶ Cost –
  - ▶ 1<sup>st</sup> time \$350
  - ▶ Renewal - \$250




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## Scoring the Exam

- ▶ Reported as raw and scaled scores
  - ▶ Raw score: number of right answers
  - ▶ Scaled score: statistically derived from the raw score
- ▶ Total score determines pass/fail and is reported as a scaled score ranging between 0 and 99
- ▶ To pass: 70 scaled score units




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## CDCES Exam First Time Pass rates

2009 – 69 % (test changed based on work study analysis and computerized)

2010 – 69%

2011 -65%

2012 – 63.5%

2013 – 67 and 69%

2014 - 66 and 67%

2015 - 62 and 64% (test updated)

2016 – 67%

2017 – 66%

2018 – 67%

2019 – 70%

2020 & 2021 & 2022 – 67%




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## Exam Details

- ▶ Questions are linked directly to a task or tasks.
- ▶ Each question is designed to test if the candidate possesses the **knowledge necessary to perform the task or has the ability to apply it to a job situation.**
- ▶ 25 of the 175 questions are new - but are **not** counted in the determination of individual examination scores.
- ▶ Score based on 150 questions



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## Quick Question – Multiple answers

What are some study strategies that will help you succeed?

- Focus your study time on topics you are confident in.
- Take as many practice tests as possible
- Read as many books on diabetes as possible
- Develop a study plan and block off study time.
- Teach the content to someone else

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## 220 Test Questions – Assess your Knowledge



DiabetesEdUniversity.com  
\$49 for 220+ Questions

Online Courses - Live Conferences - Virtual Conferences - Bundles - Books - Extensions -

Home -> Tools -> Test Taking Practice Exam Toolkit | Webinar + 220 Sample Practice Test Questions



Test Taking Practice Exam  
Toolkit | Webinar + 220  
Sample Practice Test  
Questions

\$ 49.00

Quantity

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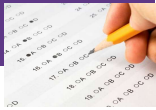
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## Overview of CDCES Exam



- ▶ 175 starting in July multiple-choice, objective questions with a total testing time of four (4) hours.
- ▶ Based on job analysis which surveyed diabetes educators about the tasks they performed.
- ▶ **Exam updated in July 2024 based on new exam outline!**

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## Exam Content - Assessment

- ▶ **Assessment (37)**
  - ▶ Physical and Psychosocial (12)
  - ▶ Self-Management Behaviors and Knowledge (15)
  - ▶ Learning (10)



- I. Assessment (37)**
- A. Physical and Psychosocial (12)**
1. Diabetes relevant health history (diagnosis, duration, symptoms, complications, treatment, comorbidities, healthcare utilization)
  2. Diabetes specific physical assessment (biometrics, lab inspection, interventions, etc.)
  3. Social determinants of health (economic, living situation, healthcare access, social supports, and food/housing insecurity)
  4. General health history (family medical, mental health, substance use, surgical, allergies and medication)
  5. Current measures and other laboratory data
  6. Mental health/wellbeing (adjustment to diagnosis, coping ability, etc.)
  7. Considerations related to diabetes self-care practices (cognitive, physical, language, cultural, spiritual, family/caregiver dynamics, bias and myths, life transitions, etc.)
- B. Self-Management Behaviors and Knowledge (15)**
1. Disease process
  2. Eating habits and preferences
  3. Activity habits and preferences
  4. Medication practices and preferences (prescription, nonprescription, complementary and alternative medicine)
  5. Monitoring and data collection (glucose, ketones, weight, dietary intake, activity, etc.)
  6. Use of resources
  7. Use of technology (insulin, smart delivery systems, apps, online education, patient portals, etc.)
  8. Risk reduction of acute and chronic complications
  9. Problem solving
- C. Learning (10)**
1. Goals and needs of learner
  2. Readiness to learn and change behavior
  3. Preferred learning styles (audio, visual, observational, psychomotor, individual vs. group, virtual, etc.)
  4. Literacy, numeracy, health literacy, and digital literacy
  5. Considerations related to learning (developmental stage, physical abilities, language preferences, cultural, spiritual, psychosocial, economic, family/caregiver dynamics, learning disabilities, etc.)

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## Exam | Care and Education Interventions

- ▶ **Care & Education Interventions (105)**
  - ▶ Disease Process & Approach to Treatment (22)
  - ▶ Individualizes Education Plan (17)
  - ▶ Person Centered Education on Self-Care Behaviors (58)
  - ▶ Evaluation, documentation and follow-up (8)

- A. Disease Process and Approach to Treatment (22)**
1. Diagnosis and classification
  2. Pathophysiology including biochemical pathway, clinical presentation, and non-modifiable risk factors
  3. Clinical management objectives, best practices, and trends
  4. Pharmacological agents and agents
  5. Treatment goals (glycemic metrics, blood pressure, lipids, risk reduction, quality of life)
- B. Individualized Education Plan (17)**
1. Learning plan based on assessment in collaboration with person with diabetes and care team
  2. Identify educational methods
  3. Set SMART goals
- C. Person Centered Education on Self-Care Behaviors (58)**
1. Nutrition Management Guidelines
    - a. American Diabetes Association (ADA) and Academy of Nutrition and Dietetics (Academy) recommendations (meal planning, macronutrients, dietary approaches, etc.)
    - b. Carbohydrate counting (total carbs, sugar, starch and fiber), glycemic index, and glycemic load
    - c. Fat types, total fat, and saturated fat
    - d. Protein (dietary sources, insulin, insulin dose)
    - e. Alcohol (portion, precautions)
    - f. Food and medication interactions (medication timing, meal timing, etc.)
    - g. Food and medication interactions (insulin, insulin, health status, etc.)
    - h. Weight management
    - i. Dietary and lifestyle approaches
    - j. Special considerations (food allergies, food aversions, gastrointestinal issues, insulin resistance, weight loss, etc.)
  2. Physical Activity
    - a. ADA and American College of Sports Medicine recommendations
    - b. Benefits, challenges and safety considerations, goal setting, exercise prescription, etc.
    - c. Activity plan frequency, intensity, time, and type
    - d. Adjustment of prescription, food intake, medication for physical and extended activities
  3. Medication Management
    - a. ADA/Endocrine Association for the Study of Diabetes (EASD) guidelines
    - b. Medication (oral agents, injectables, etc.) effects, contraindications, etc.
    - c. Medication selection (individualized approach) (glycemic efficacy, onset, on weight, type and duration of diabetes, cost, hypoglycemia risk, etc.)
    - d. Medication management
    - e. Insulin delivery systems
    - f. Insulin delivery
  4. Monitoring and Interpretation
    - a. Glucose (direct effects, use, testing techniques, method, timing, etc.)
    - b. A1C
    - c. Blood pressure
    - d. Weight
    - e. Lipids
    - f. Kidney health

EXAMINATION CONTENT OUTLINE

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## Exam | Care and Education Interventions

### ► Care & Education Interventions (105)

#### ► Disease Process & Approach to Treatment (22)

#### ► Individualizes Education Plan (17)

#### ► Person Centered Education on Self-Care Behaviors (58)

#### ► Evaluation, documentation and follow-up (8)

1. Acute Complications: Causes, Prevention, and Treatment
  - a. Hypoglycemia and Hypoglycemia Awareness
  - b. Hypoglycemia
  - c. Diabetic Ketoacidosis (DKA)
  - d. Hyperosmolar Hyperglycemic State (HHS)
2. Chronic Complications and Comorbidities: Causes, Prevention, and Treatment
  - a. ADA Clinical Practice screening recommendations
  - b. Eye disease and visually related issues (diabetes, etc.)
  - c. Heart disease
  - d. Neuropathy
  - e. Kidney disease
  - f. Vascular disease (cerebral, cardiovascular, peripheral, etc.)
  - g. Feet and related problems (ulcers, Charcot foot, etc.)
  - h. Dermatological concerns, ulcers, skin reactions
  - i. Infection (pneumonia, yeast, cellulitis, etc.) and soft tissue
  - j. Dental and gum disease
  - k. Other comorbidities (depression, cognitive dysfunction, thyroid disease, etc.)
  - l. Other chronic disease directly linked to type 2 diabetes (cardiovascular disease, etc.)
3. Patient Safety
  - a. Sick days
  - b. Injury and other problems
  - c. Changes in schedule (shift, religious, cultural, etc.)
  - d. Travel
  - e. Pregnancy and postpartum
  - f. Acute and chronic disease (diabetes, hypertension, etc.)
  - g. Medication use (diabetes, hypertension, etc.)
4. Living with Diabetes and Problems
  - a. Life changes
  - b. Transition of care
  - c. Social inequalities (poverty, education, genetics, etc.)
  - d. Preconception planning (pregnancy) postpartum, and postnatal diabetes
  - e. Psychosocial well-being (depression, diabetes-related eating, etc.)
  - f. Role of the patient (diabetes, hypertension, etc.)
  - g. Role of the provider (diabetes, hypertension, etc.)
  - h. Role of the patient (diabetes, hypertension, etc.)
  - i. Role of the provider (diabetes, hypertension, etc.)
  - j. Role of the patient (diabetes, hypertension, etc.)
  - k. Role of the provider (diabetes, hypertension, etc.)
  - l. Role of the patient (diabetes, hypertension, etc.)
  - m. Role of the provider (diabetes, hypertension, etc.)
  - n. Role of the patient (diabetes, hypertension, etc.)
  - o. Role of the provider (diabetes, hypertension, etc.)
  - p. Role of the patient (diabetes, hypertension, etc.)
  - q. Role of the provider (diabetes, hypertension, etc.)
  - r. Role of the patient (diabetes, hypertension, etc.)
  - s. Role of the provider (diabetes, hypertension, etc.)
  - t. Role of the patient (diabetes, hypertension, etc.)
  - u. Role of the provider (diabetes, hypertension, etc.)
  - v. Role of the patient (diabetes, hypertension, etc.)
  - w. Role of the provider (diabetes, hypertension, etc.)
  - x. Role of the patient (diabetes, hypertension, etc.)
  - y. Role of the provider (diabetes, hypertension, etc.)
  - z. Role of the patient (diabetes, hypertension, etc.)
5. Evaluation, Documentation, and Follow-up
  - a. Assessment and progress toward goals
  - b. Self-management skills
  - c. Psychosocial well-being
  - d. Weight, eating habits, medications, activity
  - e. Quality of life
  - f. Needs, barriers, and community resources for follow-up care, education, support, and referral

## Exam Content – Standards & Practices

### Standards & Practices (8)

#### ► National Standards for Diabetes Self-Management Education and Support

#### ► Diabetes Prevention Program

#### ► Practice Standards

#### ► Advocate

#### ► Evidence-based care and education

#### ► Consider Social Determinants of Health

#### ► Inclusion, Diversity, Equity

- III. Standards and Practices (8)
  - A. Describe the current National Standards for Diabetes Self-Management Education and Support (NDSMES)
  - B. Describe the National Diabetes Prevention Program Standards National DPP
  - C. Apply practice standards (ACE, ADA, Endocrine Society, etc.)
  - D. Describe population health strategies
  - E. Collaborate with other healthcare professionals to advance team-based care
  - F. Advocate for people with diabetes (access to medications and supplies, care in institutional settings, policies, etc.)
  - G. Promote primary and secondary diabetes prevention strategies in at-risk individuals and populations
  - H. Promote evidence-based care and education
  - I. Recognize the impact of disparities (economic, access, gender, ethnicity, geographic, etc.)
  - J. Incorporate principles of diversity, equity, and inclusion



## We are Here to Help You Earn the CDCES after your name!

- CDCES Prep Bundle &
- San Diego and Virtual Conference with Free Bundle of Courses address these content areas included in the updated exam.



Articles to Read to Prepare for CDCES Exam

Read More Recommended Articles

ADA Standards of Care 2024 - This yearly publication by the American Diabetes Association outlines the national goals of care based on the latest research for diabetes management. This is one of the most important guidelines to read as a Certified Diabetes Care and Education Specialist.

Summary of Revisions: Standards of Care in Diabetes-2024 - The 2024 Standards of Care includes revisions to incorporate person-first and inclusive language. Efforts were made to consistently apply terminology that empowers people with diabetes and recognizes the individual at the center of diabetes care.

Screening and Diagnosis of Diabetes Mellitus 2024 - One-page cheat sheet that summarizes screening, risk status, and diagnostic criteria for diabetes. Great for your office and as a study tool.

Pharmacologic Approaches to Glycemic Treatment in 2024. This ADA/EASD hyperglycemia road map details strategies to improve glucose management for both Type 1 and Type 2 Diabetes. Section 8 of Standards of Care, 2024.

Language & Diabetes: What we say matters! Resource page

Language is powerful and can have a strong impact on perceptions as well as behavior. This mini-webinar and article provide recommendations for the language used by health care professionals and others when discussing diabetes through spoken or written words whether directed to people with diabetes, colleagues, or the general public, as well as research questions related to language and diabetes.



Med Cheat Sheets: (Cholesterol) and (Hypertension) Medications 2024 - These summary sheets are helpful for your clinical practice and preparing for certification exams. For exam success, be familiar with the general concepts, (side effects and precautions) of these medications.

ADCE's 7<sup>th</sup> Self-Care Behaviors - A must-read for anyone entering the field of Diabetes or as a reference for those already in the field. These 7 Self-Care Behaviors™ provide a framework for patient-centered diabetes self-management education and training (DSME/T) and care.

American Association of Clinical Endocrinology Consensus Statement: Comprehensive Type 2 Diabetes Management Algorithm - 2023 Update.

American Association of Clinical Endocrinology 2 Diabetes Mellitus. If you are taking the slide content that reviews diabetes management.

What to Study?



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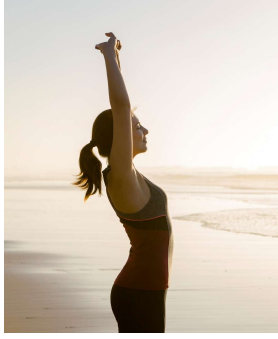
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Taking the Exam

Questions

Answers

Pitfalls



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Keep it Person Centered

Focus on psychosocial needs and social determinants of health.

Start where the participant is at.

Keep the participants characteristics in mind (age, type of diabetes, etc.)

We are supporting efforts toward behavior change.



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Page 13

## Increase success

- ▶ If the answer you wanted isn't there – Pivot, breathe and readjust.
- ▶ Try not to overthink question/answers.
- ▶ Make sure that the answer you choose fits the situation.
- ▶ Focus on national goals and avoid using your work setting's goal.



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## Take a Practice Test – Learn how to “work” test questions

- ▶ Weed through the details
- ▶ Make sure you REALLY understand key intent of question
- ▶ Find the stem
  - ▶ Identifies key intent of the question
- ▶ Read all the options or answers
- ▶ Eliminate obvious wrong answers
- ▶ Select **BEST** option



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## Look for Clues in The Answers

- ▶ Answers with the following words are usually **incorrect**: always, never, all, none, only, must, and completely
- ▶ Answers with the following words are usually **correct**: seldom, most, generally, tend to, probably, usually



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## Getting to the Right Answers



- ▶ Do not leave any answers blank
- ▶ Look for clues in the question
- ▶ Don't get lured in by juicy answers
- ▶ Avoid imposing your life experience into the question/answer
- ▶ Keep breathing – Get up and move
- ▶ Test anxiety – have a plan on how to address
- ▶ Even simple math problem should be worked out on scratch paper

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## Sample Question -1

- ▶ A patient is admitted to the hospital with elevated glucose levels with a strong family history of diabetes. She is started on fluid replacement and is placed on a clear liquid diet. Her father is in the room and is very concerned. Which of the following would suggest a diagnosis of new onset type 1 diabetes vs type 2 diabetes?



- A. Hyperglycemia
- B. Polyuria
- C. Ketosis
- D. Polydipsia



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## Sample Question 2

- ▶ MJ has type 1 diabetes and wants to know the possible complications that can result from hyperglycemia during the first trimester of pregnancy. Which of the following complications can result from 1<sup>st</sup> trimester hyperglycemia?
- A. macrosomia
  - B. vascular defects
  - C. shoulder dystocia
  - D. spina bifida



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### Vignette Style Question

- ▶ Read the following vignette to answer the next 3 questions.
- ▶ A 47 yr old man with newly diagnosed type 2 diabetes and hypertension. Additional known information.
  - ▶ Married, with 2 teenagers
  - ▶ Professor with a BMI of 32
  - ▶ Started on Metformin 500mg BID
  - ▶ Father died of kidney failure secondary to diabetes



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### Vignette Style Question 1

- ▶ Given his age and health status, according to ADA 2024 Standards, what are his goals?
  - A. BP less than 140/90, LDL less than 100
  - B. BP less than 130/80, LDL less than 70
  - C. BP less than 120/80, start statin
  - D. BP less than 130/80, LDL less than 100



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### Vignette Style Question 2

- ▶ He says finding time to exercise is challenging due to his work schedule. Using the transtheoretical model, what stage of change is he in?
  - A. Contemplation
  - B. Cost vs. Benefit
  - C. Precontemplation
  - D. Denial



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## Sample Question 4

Metformin is an antidiabetic agent different than that of sulfonylurea drugs. Some features of the drug are that it:

- A. Stimulates insulin secretion and increases hepatic glucose production.
- B. Causes hypoglycemia
- C. Lowers hyperglycemia in persons with diabetes, but does not lower blood glucose levels in people without diabetes.
- D. Results in weight loss and can cause kidney damage.




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## Med and Insulin PocketCards



NEW Accordion 2-sided PocketCards

**Glucose Treatment for Diabetes-Related Hypoglycemia**

Age / Category	Glucose Level	Adults	Child / Age 11-17	Age 18-64 / Elderly
Asymptomatic	< 70 mg/dL	15-20g simple sugar	10-15g simple sugar	10-15g simple sugar
Symptomatic	< 70 mg/dL	15-20g simple sugar	10-15g simple sugar	10-15g simple sugar
Severe	< 54 mg/dL	15-20g simple sugar	10-15g simple sugar	10-15g simple sugar
Severe	< 54 mg/dL	15-20g simple sugar	10-15g simple sugar	10-15g simple sugar
Severe	< 54 mg/dL	15-20g simple sugar	10-15g simple sugar	10-15g simple sugar



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Direct camera to QR code to get to CDCES app page

Standards of Care  
Meds PocketCards  
Question of the Week  
Online Course Viewing

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## Sample question 5

A person with type 2 is on a twice daily dose basal/bolus insulin and complains of waking up with morning headaches. If the fasting capillary BG is 291, advise person to:

- A. Increase evening dose of basal insulin
- B. Increase morning dose of bolus insulin
- C. Check 3am blood glucose
- D. Eliminate bedtime snack



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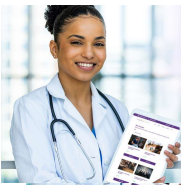
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*Our goal is to provide an exceptional user experience and  
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**Level 1 - Diabetes Fundamentals**

Diabetes Fundamentals Sessions 2024 Webinar Updates

All courses air at 11:30 a.m. (PT)

- 1. January 11, 2024 - **Class 1: Getting to the Nitty Gritty** | 1.5 CEs
- 2. January 16, 2024 - **Class 2: Nutrition & Exercise** | 1.5 CEs
- 3. January 18, 2024 - **Class 3: Meds Overview for Type 2** | 1.5 CEs
- 4. January 23, 2024 - **Class 4: Insulin Therapy & Pattern Management** | 1.75 CEs
- 5. January 25, 2024 - **Class 5: Goals of Care & Lower Extremity Assessment** | 1.5 CEs
- 6. January 30, 2024 - **Class 6: Hypoglycemia, Sick Days, & Monitoring** | 1.5 CEs

**Recorded and Ready for On-Demand Viewing**



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### Level 2 | Standards of Care Intensive | 20 CEs

Standards of Care Intensive 2024 Webinar Updates

All courses air at 11:30 a.m. (PT)



- December 12, 2023 - Class 2: Hyperglycemic Crises, DKA & HHS Standards | 1.0 CE
- December 19, 2023 - Class 3: How to Assess Well-Being | From Populations to Individuals | 1.5 CEs
- December 21, 2023 - Class 4: Meds Management Update for Type 2 Diabetes | 1.5 CE
- February 1, 2024 - Class 1: ADA Standards of Care | 2.0 CEs
- March 27, 2024 - Class 5: Critical Assessment in Diabetes Care | Fine-Tuning Diabetes Detective Skills | 2.0 CEs
- April 11, 2024 - Class 6: Microvascular Complications Prevention & Treatment | Eye, Kidney, Nerve Disease | 1.75 CEs
- April 25, 2024 - Class 7: Cardiovascular Disease & Risk Management | 1.5 CEs
- April 30, 2024 - Class 8: Lower Extremity Assessment | 1.5 CEs
- May 2, 2024 - Class 9: Older Adults & Diabetes | 1.5 CEs
- May 30, 2024 - Class 10: From Teens to Teens | Diabetes Standards | 1.5 CEs
- June 11, 2024 - Class 11: Pregnancy & Diabetes | 1.5 CEs
- June 13, 2024 - Class 12: Hospitals & Hyperglycemia | 1.5 CEs
- June 20, 2024 - Class 13: Setting up a Successful DSME Program | 1.5 CEs

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### Level 3 | DiabetesEd Specialist 2024 Boot Camp | 12+ CEs Ready for Viewing

All courses air at 11:30 a.m. (PT)



- February 13, 2024 - Boot Camp 1: Diabetes | Not Just Hyperglycemia | 1.75 CEs
- February 15, 2024 - Boot Camp 2: Standards of Care & Cardiovascular Goals | 1.8 CEs
- February 20, 2024 - Boot Camp 3: Meds for Type 2 | What you need to know | 1.75 CEs
- February 22, 2024 - Boot Camp 4: Insulin Therapy | From Basal/Bolus to Pattern Management | 1.75 CEs
- February 27, 2024 - Boot Camp 5: Insulin Intensive & Risk Reduction | Monitoring, Sick Days, Lower Extremities | 1.75 CEs
- February 29, 2024 - Boot Camp 6: Medical Nutrition Therapy | 1.75 CEs
- March 12, 2024 - Boot Camp 7: Microvascular Complications & Exercise | Screen, Prevent, Treat | 1.75 CEs
- March 14, 2024 - Boot Camp 8: Coping & Behavior Change | 1.75 CEs
- March 19, 2024 - Boot Camp 9: Test-Taking Coach Session (48 Questions) | No CE

**Recorded and Ready for On-Demand Viewing**

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### Level 4 | Advanced Level & Specialty Topics | 20 CEs

Clinical Practice & Assessment

- Class 1: Type 2 Diabetes Intensive | 2 CEs - Ready for On-Demand Viewing
- Class 2: 3 Steps to Deeper Amputation, Arouses, Screen, & Report | 1.0 CEs - Ready for On-Demand Viewing
- Class 3: Cancer & Diabetes | 1.25 CEs - Ready for On-Demand Viewing

Insulin Calculations & Pattern Management


- Class 4: Insulin Calculation Workshop | From Pumps & Beyond | 1.5 CEs - Ready for On-Demand Viewing
- Class 5: Solving Glucose Mysteries For Type 1 | 1.5 CEs - Ready for On-Demand Viewing
- Class 6: Solving Glucose Mysteries For Type 2 | 1.5 CEs - Ready for On-Demand Viewing
- Class 7: Basal Bolus Therapy in Hospital | 1.5 CEs - Ready for On-Demand Viewing

Beyond the Usual Diabetes Topics

- November 16, 2023 - Class 8: From the Gut to the Butt - Exploring the GI System | 1.0 CEs
- Class 9: The Impact of Adverse Childhood Experiences on Health | 1.0 CE - Ready for On-Demand Viewing

Bonus Courses

- Class 10: What We Say Matters: Language that Respects the Individual and Impacts Hope | 0.5 CEs - Ready for On-Demand Viewing
- Class 11: Mindfulness & Compassion in the Diabetes Encounter Webinar | 1.0 CE - Ready for On-Demand Viewing




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Knowledge = Confidence

▶ Most important aspect of test taking

▶ Knowing the content will improve your confidence

▶ As you study your knowledge base expands

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CDCES / BC-ADM Success Page

Melissa is a Registered Dietitian Nutritionist based out of North Miami. She is most passionate about using her Medical Nutrition Therapy coupled with Motivational Interviewing skills to help our most vulnerable populations. Since she became a Dietitian and began working with her community, she knew she would pursue a specialization in Diabetes Management to maximize her impact and help those who need it most. She is very excited to join the CDCES community of providers!

Melissa Dolan, MS, RD/N, LD/N, CDCES

I want to thank you all for the support you give to Diabetes Educators, but also to those of us preparing for the CDCES Exam. I truly want to THANK YOU for that! I just passed my exam on June 1st, 2023. I appreciate all that you do to simplify the updates and new evidence based practice information. The cheat sheets you provided were the one thing that I would say helped really reinforce the information for me. I also watched the boot camp videos. I had less stress because of your supportive site and that helped so much! I am so honored to be able to make Diabetes easier for patients everyday.

Carolyn Fletcher, BSN, RN, CDCES

Enroll at [www.DiabetesEdUniversity.com](http://www.DiabetesEdUniversity.com)

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## Join our CDCES Facebook Study Group



### Certification Exam Study Group

<https://www.facebook.com/groups/diabeteseducationspecialiststudygroup>

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## Keep in Touch



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- Monthly Newsletter: <https://diabetesed.net/monthly-newsletter-past-issues/>
- Sign up for Blog Bytes – Question of Week: <https://diabetesed.net/diabetes-blog-bytes-sign-up/>



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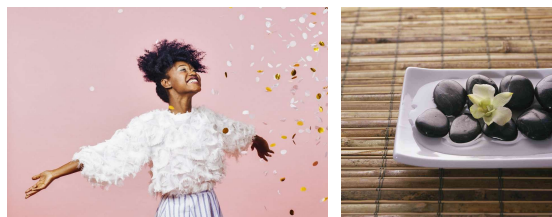
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## You are Going to Do Great!



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## Thank You



- ▶ Questions?
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