

## Welcome to *Preparing for CDE® Exam* 2013



*Presented by*  
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Diabetes Educational Services

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

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### Web Clinic Details



- To hear presentation, turn on your computer speaker or listen via your phone
- Questions? Please email us after program.
- If you are having technical difficulties, type them in the chat room.
- Thank you for joining us!

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### Live Courses by the Experts

#### Level 2 – Diabetes Educator Course

- April 11-13, Modesto, CA
- Sept in San Diego CA
- Earn 24 CE's – qualifies toward CDE

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



Course Faculty Left to Right: Diane Pearson, Diane Armstrong, Beverly Thomassian and Jamie Vaughn

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## Topics

- Qualifications to take the exam
- Recent changes in exam format
- Exam content
- Study strategies
- Test taking tips
- Resources



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## Some Notes of Clarification

Diabetes Ed Services has no relationship with National Credentialing Board of Diabetes Educators (NCBDE).  
For more info visit [www.ncbde.org](http://www.ncbde.org)

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## Professional Qualifications to take CDE® - excerpted from NCBDE

- RN, clinical psychologist, OT, optometrist, pharmacist, PT, (M.D. or D.O.), or podiatrist w/ current license from U.S. or its territories.
- RD w/ CDR registration, PA w/ active registration with NCCPA, or exercise physiologist w/ active certification and Registered CEP® (master's degree).
- HCP w/ at least a master's degree in social work from accredited U.S. College



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## Why Take the CDE® Exam



- Demonstrates to people with diabetes, employers, and third party payers that the CDE® possesses distinct and specialized knowledge, thereby promoting quality of care for patients with diabetes.
- CDE® is the recognized standard for competence in diabetes self-management education.
- Given the diabetes epidemic, access to CDE® is critical

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## What is a CDE®?

- A health care professional with comprehensive knowledge and experience in diabetes management, pre-diabetes, and diabetes prevention.
- Educates and supports people w/ diabetes to understand and manage the condition.
- Promotes self-management to achieve individualized behavioral and treatment goals that optimize health outcomes.

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## 2013 - Professional Practice Experience - Must meet all

- 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 in diabetes self-management education with a minimum of 40% (400 hours = about 8 hrs a week) accrued in the most recent year preceding application.  
AND
- Minimum of 15 clock hours of continuing education activities applicable to diabetes within the 2 years prior to applying for certification.

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## Professional Practice Experience - Defined



- "Employment for compensation as a diabetes educator in the U.S. or its territories w/in past 4 years".
- "Must hold a job in which one is engaged in diabetes self-management education and **paid** comparably to diabetes educators in region".
- Only experience occurring AFTER completing your professional degree can be counted toward the Professional Practice Experience requirement.

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## Get hours through Mentorship New for 2013

- 400 of the needed professional practice hours can be gained by completing a mentorship with NCBDE approved mentor.



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## Mentee Eligibility Requirements for Volunteer DSME

- Meet NCBDE discipline requirements in effect at the time of application
- Volunteer hrs must be accrued w/in 4 yrs immediately prior to CDE application
- DSME volunteer hours w/ NCBDE Mentor
- Maximum of 400 volunteer hours of the total 1000 hrs of DSME experience
- Hours provided in Accredited Program or program in compliance with national stds

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## Professional Practice Hours

- The CDE is designed and intended solely for health care professionals who have job responsibilities that include the direct provision of diabetes self-management education
- It is not for those who may perform some diabetes related functions as part of or in the course of other usual and customary occupational duties

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## Professional practice experiences NOT considered diabetes education



- diabetes related functions performed as part of or in the course of other routine occupational duties (e.g., routine nursing care, routine nutritional counseling, routine pharmacy practice)
- providing continuing education to professionals
- supervising and managing other professionals
- volunteer activities, including diabetes camp
- any experience in a student capacity
- membership and committee work in professional organizations

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## Not considered diabetes education experience cont'd



- providing medical assessment, diagnosis, or treatment
- conducting/participating in research activities
- dispensing/prescribing medications or diabetes supplies
- promoting or selling meds or diabetes supplies and products
- employment by manufacturers of diabetes products and/or product services (e.g., insulin delivery devices)
- having diabetes or caring for family member w/diabetes
- any work experience in practice settings outside the United States or its territories
- Work experience > 4 years prior to date of application

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## Diabetes Self Management Education (DSME)

- Ongoing process of facilitating knowledge, skill, and ability necessary for self-care.
- Incorporates needs, goals and life experiences and is guided by evidence-based standards.
- Goal is to support
  - informed decision-making,
  - self-care behaviors,
  - problem-solving and
  - active collaboration with health care team to improve clinical outcomes, health status, and quality of life.

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## What's included in DSME?

1. Assessment and education plan developed by individual and educator(s) to direct
  - appropriate educational interventions and
  - self-management support strategies.
2. Educational interventions to help individual
  - achieve self-management goals.
3. Periodic evaluations to determine if goals met
4. A personalized follow-up plan for ongoing self management support.
5. Documentation

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## Applying to take the CDE® Exam



At the time of your online application you will receive:

- On-line notification of either approval
- Or that you have been selected for audit
- If you are submitting a paper application, call AMP if it has been more than 4 weeks since application was mailed and you have not received notice of receipt or audit. Call the AMP at (913) 895-4600

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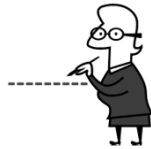
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## What is included in audit if requested?



- Licensure
- Documentation of Professional Practice Experience
- CE course verification
- Employment verification signed by supervisor

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## Test Now Computerized



- Window to apply for Spring testing
  - Jan 15 – March 15: -Take test in June
- Window to apply for Fall testing
  - July 15- Sept 15: Take test in December
- Once you receive confirmation of eligibility
  - schedule an appointment to take the examination on a first-come, first-served basis through Castle's online scheduling system

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## Overview of CDE® Exam



- Composed of 200 multiple-choice, objective questions with a total testing time of four (4) hours.
- Based on a content outline developed from a job analysis completed in 2008, which surveyed diabetes educators about the tasks they performed.

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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 200 questions are new - but are **not** counted in the determination of individual examination scores.



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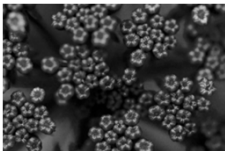
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## CDE® Exam Pass/Fail Stats

| May 2008                                                | Total | Pass    | Fail   |
|---------------------------------------------------------|-------|---------|--------|
| • Candidates writing the examination for the first time | 512   | 80.86%  | 19.14% |
| • Candidates renewing certification by examination      | 65    | 100.00% | 0.00%  |
| • Candidates with lapsed credentials                    | 63    | 93.65%  | 6.35%  |
| • Repeating due to unsuccessful previous attempt(s)     | 123   | 48.78%  | 51.22% |
| • Total Candidates May Administration                   | 763   | 78.37%  | 21.63% |



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## Exam Content

- Assessment (45)
  - Learning/Self-Care Behaviors (15)
  - Medical, Psycho-Socioeconomic and Health Status (10)
  - Current Knowledge and Practices Related to Diabetes Care (20)



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## Exam Content



- Intervention (112)
  - Collaboration with Patient, Family, Caregiver, and Healthcare Team (14)
  - Teach/Counsel Regarding Principles of Diabetes Care (70)
  - Review, Evaluation, Revision, and Documentation (14)
  - Follow-up and Referral Recommendations (14)

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## Exam Content



- Program Development and Administration (18)
  - Diabetes Patient Education Program (8)
  - Evaluate Outcomes and Quality (6)
  - Promote Diabetes Advocacy (4)
- For detailed outline go to:  
[http://www.ncbde.org/exam\\_outline.cfm](http://www.ncbde.org/exam_outline.cfm)

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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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## When will I get my results

- You will receive your test results the same day
- You can retake the test as many times as needed
- Cost –
  - 1<sup>st</sup> time \$350
  - Renewal - \$250



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## TAKING THE TEST



Questions, Answers and Pitfalls

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## Reading too Fast Pitfalls

- Choosing a “good” answer, but not the right one for the stem
  - key intent of question
- Failing to read an important words (always, never, most, probably, usually)
- Choosing an answer you did not understand because the others seem too easy



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## Empowerment Errors



- Focusing on the medical need rather than the psychosocial needs
- Failing to keep in mind the patient's characteristics (age, type of diabetes, etc.)



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## Thinking Pitfalls

- Imaging a right answer and getting thrown when it is not among the choices
- Over thinking question/answers
- Choosing an answer that did not fit the situation
- Being thrown by a technical term you did not know



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

- Make sure you REALLY understand the 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



- If two answers are opposites or similar, one of them is probably correct
- 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
- Even simple math problem should be worked out on scratch paper

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## Three Types of Questions

- Recall – facts, principles, procedures
- Application – ie – application of knowledge that varies based on pt characteristics
- Analysis – integration or synthesis of a variety of concepts or elements (ie evaluating complex problems with many variables).



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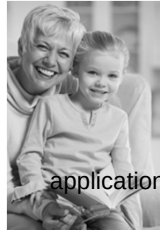
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## Sample Question -1

- 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. Additional known information.
  - Married, with 2 teenagers
  - Professor, obese
  - Started on Metformin 500mg BID
  - Father died of kidney failure secondary to diabetes

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### Vignette Style Question 1

- Given what you know about this patient, what emotions would you expect him to express?
  - A. Fear of hypoglycemia
  - B. Reluctance to start on insulin
  - C. Panic disorder
  - D. Fear of complications

■ analysis

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### Vignette Style Question 2

- What is most likely to be a potential barrier to lifestyle change?
  - A. Difficulty exercising due to obesity
  - B. Excessive alcohol intake
  - C. Teenage children
  - D. Long work hours



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### Vignette Style Question 3

- The patient requests information about healthy eating. Which meal planning approach best suits this individual until he can see a registered dietitian?
  - A. 1,200 calorie exchange plan
  - B. Avoid all concentrated sweets
  - C. Eat 3 meals a day with snacks in between
  - D. Healthy eating based on the "My Plate" method

● application

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### Sample Question 3

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 gain and increase in plasma glucose levels.

recall

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### Sample question 4

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, this person should be advised to:

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

application

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## STUDYING

Confidence, Habits and Time

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## Study Habits

- Find your best time of day to study
- Determine your learning style
  - Auditory – discussion, study groups, tapes
  - Visual – books, handouts, notes, videos
  - Kinesthetic – workshops, demonstration
- Set up a study space
- Set up a study plan
  - Schedule your time
  - Make an appointment with yourself



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## Study Group

- Set a location, time and schedule
- Have an agenda
- Set the rules
  - Everyone does their share
  - Everyone commits to attend
- Can be a great source of moral support and can help decrease test anxiety



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## Study Time

- Review of what you know: 30 to 40%
- Learning new materials: 60 to 70 %
- CDE® prep courses, flash cards & sample tests
- Teach the content to someone else
- Use down time/waiting time productively



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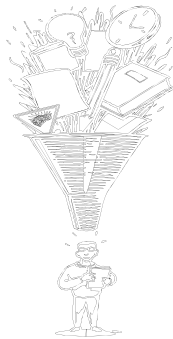
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## Knowledge = Confidence

- Most important aspect of test taking
- Knowing the content will improve your confidence
- As you study your knowledge base expands



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## Combating Test Anxiety

- Positive thinking and affirmations
- Use relaxation techniques we teach pts
- Take practice exam
- Rest well night before
- Know how to get to test site
- Arrive at exam room early
- Know your stuff – self-study or courses



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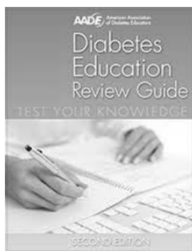
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## Study Guide From AADE 2<sup>nd</sup> Ed Now Available



- Diabetes Ed Price: \$79 (plus shipping)
- [DiabetesEd.net](http://DiabetesEd.net)

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## AADE – The Art and Science of Diabetes Self Management Education – 2<sup>nd</sup> Ed



Art and Science  
Our Price: \$209.00  
Both Books for  
\$259  
[www.DiabetesEd.net](http://www.DiabetesEd.net)

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See Biographies

Course Faculty: Left to Right: Diane Pearson, Dana Armstrong, Beverly Thomassian and Lonnie Vaughn

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## Prep For CDE Web Clinic

Complimentary "live" web clinic

### Purchased version includes at [DiabetesEd.net](http://DiabetesEd.net):

- 100 question computerized quiz
- Listen as often as you like, when you like, from any computer
- Print handouts




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