Preparing for the CDE Exam

- Eligibility requirements
- Test Updates
- Get ready for success

Topics

- Eligibility requirements
- Definition of a Diabetes Educator
- Exam content
- Study strategies
- Test taking tips
- Resources
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

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®s is critical

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 with diabetes to understand and manage the condition.
- Promotes self-management to achieve individualized behavioral and treatment goals that optimize health outcomes.
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

2015 - 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 within the past 4 years 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 diabetes education within 2 years prior to applying for certification.

From NCBDE Handbook
New- Health Educators

- Individuals holding the Master Certified Health Education Specialist (MCHES) credential,
- Plus meet all of the NCBDE eligibility requirements
- See www.ncbde.org for info.

New- Unique Qualifications Pathway –

- Designed for health professionals holding an advanced degree in a health related area/concentration
- This pathway has different eligibility requirements and involves a “pre-application” process plus 2000 hrs DSME.
- For more: info@ncbde.org or call 877-239-3233

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
Practice hours through Volunteering

- 1000 of the needed professional practice hours can be gained through providing DSME as a volunteer
- Supervisor must attest that DSME provided meets criteria

On the Other Hand

- These are some activities that don’t count toward practice hours.

Professional practice experiences NOT considered diabetes education

- Demonstration of a skill that does not include some or all of the components of the DSME Process
- Supervising and managing other professionals
- Providing medical assessment, diagnosis or treatment
- Conducting/participating in research activities in which the individual is not involved in DSME
- Dispensing/prescribing meds, unless part of DSME process
Not Considered diabetes education experience
cont’d

- Promoting or selling medications, diabetes supplies or products
- Providing continuing education to professionals
- Membership and committee work in professional organizations
- Having diabetes or caring for family member w/diabetes
- Diabetes-related volunteer activities that do not include some or all of the components of the DSME Process

Definition of Diabetes Self-Management Education (DSME)

- Health professionals who have appropriate credentials and experience
- It involves person with prediabetes or diabetes, caregivers and educator
- Defined as ongoing process of facilitating the knowledge, skill, and ability necessary for self-care.

Definition of DSME (cont’d)

- Is a component of a comprehensive plan of diabetes 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.
DSME Defined for Practice Experience

- For purposes of certification eligibility, some or all of the following components of the DSME process may be performed and counted towards meeting the DSME practice experience requirement:

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. Personalized follow-up plan
5. Documentation
6. Program development and admin provided in support of the diabetes patient education.

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
What is included in audit if requested?

- Licensure
- Documentation of Professional Practice Experience –
  - A journal of weekly hours of providing DSME
  - Supervisor to verify
- CE course verification
- Employment verification signed by supervisor

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

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 –
  - 1st time $350
  - Renewal - $250
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

CDE Exam Pass rates over time

- 2006 – 80%
- 2007 – 81%
- 2008 – 80%
- 2009 – 69% (test changed based on work study analysis and computerized)
- 2010 – 69%
- 2011 – 65%
- 2012 – 63.5%
- 2013 – 67 and 69%

Overview of CDE Exam

- Composed of 200 multiple-choice, objective questions with a total testing time of four (4) hours.
- Based on job analysis completed in 2013, which surveyed diabetes educators about the tasks they performed.
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.

Exam Content

- Assessment (60)
  - Learning/Self-Care Behaviors (20)
  - Medical, Psycho-Socioeconomic and Health Status (20)
  - Current Knowledge and Self-Management Skills (20)

- Intervention (89)
  - Collaboration with Patient, Family, Caregiver, and Healthcare Team (16)
  - Teach/Counsel Regarding Principles of Diabetes Care (50)
  - Evaluate, Revise and Document (17)
  - Follow-up and Referral Recommendations (6)
Exam Content

- Education and Program Standards (26)
  - National Standards for Diabetes Self Management Education (8)
  - Clinical Practice (16)
    - Inpt and Outpt Standards for ADA, AACE
  - Promote Diabetes Advocacy (2)

- For detailed outline look in Testing Handbook

What to Study?

Articles to Review
- ADA Standards of Care 2015: This yearly publication by the American Diabetes Association outlines the goals of care for diabetes management. Since it is evidence based, it includes a useful summary of the latest research and guidelines that the goals are based on. A must read if you are entering the diabetes field or preparing to take the CDE® or BDA® Exam.

- AACE Comprehensive Diabetes Management Algorithm 2015: A state-of-the-art summary of the AACE Statement by the American Association of Clinical Endocrinologists and the American College of Endocrinology on Type 2 Diabetes Mellitus. Encourage all those planning to take CDE exam to review this carefully.

- The Scope of Practice, Standards of Practice, and Standards of Professional Performance for Diabetes Educators (2011). Chicago, IL: American Association of Diabetes Educators—a must read for anyone entering the field of diabetes or as a reference for those already in the field.

- See DEB Examination Domain Outline starting on page 20 of the NCBDE Handbook
- Reference and Diagnosis of Diabetes Mellitus 2014: It is a good summary sheet of the risk factors and diagnostic criteria for diabetes.
- Management of Hypoglycemia in Type 2 Diabetes - 2015 Update: A Patient-Centered Approach - This hypoglycemia roadmap was developed in collaboration by the American Diabetes Association and the American Association of Clinical Endocrinologists.

Hope you don’t mind a post directly from NCBDE posted on LinkedIn in 2015

- Exam questions are created using any number of resource/references and each question has to be tied directly to a task on the exam content outline.

- A helpful idea- think outside your area of practice or population when reviewing the exam content outline
  - work with an adult population - think about pediatrics or gestational diabetes or
  - or mainly Type 1 population - think about Type 2 population.

- Then look for resources (whether say c.e. activities or hard copy/online resources) that will help you address those areas of weakness.

- The Exam handbook has information about preparing for the exam, including the exam content outline.

- Info on preparing for the exam can be found on pg 14; Appendices III-V include the exam content outline, sample questions, and list of potential references (starting on pg 22). Hope that helps and best of luck!
AADE – The Art and Science of Diabetes Self Management Education – 3rd Ed

New Art and Science
Our Price: $229.00
Both Books for $279
Includes 400 questions
  ▶ 200 in book,
  ▶ 200 computer based

Diabetes Ed Course – 27 CEs
Can be applied toward CDE

Our Level 3 Spring Boot Camp CDE is the third step on your path to becoming a Certified Diabetes Educator. We designed it to help you pass the CDE Exam. Starts April 1 for 4 weeks!
The results are in! CDE Boot Campers passed the exam! Read Reviews>>

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Taking the Test

- Questions
- Answers
- Pitfalls

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

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.)
- We are supporting patients efforts toward behavior change.
Thinking Pitfalls

- Imagining a right answer and getting thrown when it is not among the choices
- Overthinking question/answers
- Choosing an answer that did not fit the situation
- Using the goals in your clinical setting. Focus on national goals.

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

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
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
- Even simple math problem should be worked out on scratch paper

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.)

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
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 1st trimester hyperglycemia?

A. macrosomia
B. vascular defects
C. shoulder dystocia
D. spina bifida

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

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
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

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

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.
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

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

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
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

Knowledge = Confidence

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

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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