






### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Care of the Adult with Diabetes				
Module Code	UZTR3Q-20-3	Level	3	Version	1.2
Owning Faculty	Health & Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Department	Nursing and Midwifery				
Contributes towards	BSc ( Hons) Specialist Practice, BSc (Hons) Professional Studies				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	Care of the Adult with Diabetes M Level	Module Entry requirements	Registered Practitioners. Offered as CPD or stand alone.		
Valid From	April 2015	Valid to	April 2021		

<b>CAP Approval Date</b>	3 February 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of patho-physiological processes associated with Type 1 and Type 2 diabetes and the impact on individuals, their family /carers (Component A)</li> <li>2. Appraise the influence of effective communication, cultural, political, social and psychological context which relate to and impact on the care and management of diabetes (Component B)</li> <li>3. Demonstrate critical knowledge of current issues associated with the promotion of health in diabetes (Component A and Component B)</li> <li>4. Explore diagnostic investigations and treatment modalities of Type1 and Type 2 Diabetes (Component A and Component B)</li> <li>5. Assess, plan and deliver effective care to individuals with diabetes and make recommendations for future practice (Component B)</li> </ol>

Syllabus Outline	<ul style="list-style-type: none"> <li>• Pathophysiology of Type 1 and Type 2 diabetes and how this relates to the normal physiology of insulin production and mode of action</li> <li>• Typical progressive patterns of diabetes</li> <li>• Psychological and social considerations in renal care</li> <li>• Investigations, diagnosis, health promotion in diabetes</li> </ul> <p><b>Management of diabetes</b></p> <ul style="list-style-type: none"> <li>• Causes, prevention and treatment of acute emergencies</li> <li>• Pharmacology in diabetes</li> <li>• The role of lifestyle modification (including diet and exercise)</li> <li>• The importance of monitoring health in preventing acute and chronic complications of diabetes</li> </ul> <p><b>Living with diabetes and maintaining optimal health</b></p> <ul style="list-style-type: none"> <li>• The cultural context of diabetes, including the implications of ethnicity, gender, health beliefs</li> <li>• The principle of structured education in diabetes</li> <li>• Specific requirements including inpatient care, young person, pregnancy</li> <li>• Role of support groups (Diabetes UK, local groups)</li> </ul> <p><b>Professional issues</b></p> <ul style="list-style-type: none"> <li>• Multi-disciplinary roles in diabetes care</li> <li>• Current issues associated with diabetes (strategies associated with obesity, healthy eating, promoting exercise)</li> <li>• National policies relevant to diabetes (National Service Frameworks, the Expert Patient Programme, Health Technology Assessments)</li> <li>• Current research findings and application to evidence-based care in diabetes</li> </ul>																		
Contact Hours	The actual contact time is 48 hours, this is complemented by self-directed learning and online learning resources.																		
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, seminars, tutorials, reflection on practice and work based learning, practical classes and workshops.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation and presentation, assignment preparation and completion.</p>																		
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 1850 1370 2007"> <tr> <td>200</td> <td>48</td> <td>152</td> <td>0</td> <td>200</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>The table below indicates as a percentage the total assessment of the module</p>	200	48	152	0	200													
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which constitutes a -

Total assessment of the module:			
Poster Presentation			
Coursework assessment percentage			100%
Practical exam assessment percentage			0%
			100%

**Reading Strategy**

**Core readings**

It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.

**Further readings**

Students are expected to identify all other reading relevant to their chosen research topic for them. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

**Access and skills**

The development of literature searching skills is supported by a Library seminar provided within the first day of the module. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

**Indicative Reading List**

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Chase, H. P. (2011) *Understanding Diabetes* 11th edition. USA: Relay Health.

Goldstein, D. E., Little, R. R., Lorenz, R. A. *et al.* (2004) Test of glycaemia in diabetes. *Diabetes Care* 27 (7) pp 1761-73

King, K. M. (2003) Diabetes: classification and strategies for integrated care. *British Journal of Nursing*. 12 (20), pp. 1204-1210.

McDowell, J. R. S., Matthews, D. M. and Brown F. J. (2007) *Diabetes A handbook for the primary healthcare team*. China: Churchill Livingstone Elsevier

Meetoo, D. D., McAllister, G. and West, A. (2011) Assessing glycaemic control: self-monitoring of blood glucose. *British Journal of Nursing*. 20 (15) pp. 919-925.

NHS Diabetes (2010) *Safe use of insulin*. NHS Diabetes. Available from: <http://bit.ly/hlYLii> [Accessed 12 June 2014].

	<p>Vile, C. (2004) Patient care at diagnosis: planned education approach. <i>Nursing Standard</i>. 18 (28) pp. 40-44.</p> <p>Williams, G. and Pickup, J. C. (2004) <i>Handbook of Diabetes</i>. 3rd edn. Oxford: Blackwell Science.</p>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p><b>Part A: Summative Assessment</b></p> <p>Case Study Essay: Writing an essay demonstrating knowledge and understanding of the management of individuals with diabetes within the student's practice area. (3000 words)</p> <p>The essay should include a brief history of the person, the pathophysiology of diabetes and how care was delivery in order to meet the person's healthcare needs.</p> <p>At level 3 students are expected to critically analyse, evaluate and synthesise the delivery of service in this case study. This should include some appreciation of how evidence based practice influence the service delivery.</p> <p>The marks for this assessment contribute to the overall module mark in proportion to the weighting indicated in the module descriptor.</p>

<b>Identify final assessment component and element</b>	<b>Component A</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	
<b>First Sit</b>		
<b>Component A</b>	<b>Element weighting</b>	
<b>Description of each element</b>		
3000 word assignment	100%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b>	<b>Element weighting</b>	
<b>Description of each element</b>		
Resubmission of a 3000 word assignment	100%	
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		