



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Care of the Adult with Diabetes				
Module Code	UZTSVX-20-M	Level	M	Version	1
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	NO
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery	Module Type	Standard,		
Contributes towards	BSc (Hons) Specialist Practice, BSc (Hons) Professional Studies				
Pre-requisites	None	Co-requisites	None		
Excluded Combinations	UZTR3Q-20-3 Care of the Adult with Diabetes Level 3	Module Entry requirements	<i>Registered Practitioners Offered as CPD or stand alone.</i>		
First CAP Approval Date	3 February 2015	Valid from	April 2015		
Revision CAP Approval Date		Revised with effect from			

Review Date	
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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"> 1. Demonstrate an in-depth knowledge and comprehension of the patho-physiological processes associated with Type 1 and Type 2 diabetes and the impact on individuals with diabetes, their family /carers (Component A) 2. Critically 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) 3. Critically analyse current issues associated with the promotion of health in diabetes and make novel recommendations for practice (Component A & B) 4. Critically analyse and evaluate diagnostic investigations and treatment modalities of Type1 and Type 2 Diabetes (Component A & B) 5. Critically evaluate and interrogate evidence through assessment, planning and delivery of effective care to individuals with diabetes and make recommendations for future practice (Component B)
Syllabus	Introduction to the module and literature searching skills

Outline	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to the module and self-directed learning <input type="checkbox"/> Pathophysiology of Type 1 and Type 2 diabetes and how this relates to the normal physiology of insulin production and mode of action <input type="checkbox"/> Typical progressive patterns of diabetes <input type="checkbox"/> Psychological and social considerations in renal care <input type="checkbox"/> Investigations, diagnosis, health promotion in diabetes <p>Management of diabetes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Causes, prevention and treatment of acute emergencies <input type="checkbox"/> Pharmacology in diabetes <input type="checkbox"/> The role of lifestyle modification (including diet and exercise) <input type="checkbox"/> The importance of monitoring health in preventing acute and chronic complications of diabetes <p>Living with diabetes and maintaining optimal health</p> <ul style="list-style-type: none"> <input type="checkbox"/> The cultural context of diabetes, including the implications of ethnicity, gender, health beliefs <input type="checkbox"/> The principle of structured education in diabetes <input type="checkbox"/> Specific requirements including inpatient care, young person, pregnancy <input type="checkbox"/> Role of support groups (Diabetes UK, local groups) <p>Professional issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multi-disciplinary roles in diabetes care <input type="checkbox"/> Current issues associated with diabetes (strategies associated with obesity, healthy eating, promoting exercise) <input type="checkbox"/> National policies relevant to diabetes (National Service Frameworks, the Expert Patient Programme, Health Technology Assessments) <ul style="list-style-type: none"> • Current research findings and application to evidence-based care in diabetes
Contact Hours	The actual contact time is 48 hours, this is complemented by self-directive learning and online learning resources.
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, reflection on practice and work based learning, practical classes and workshops.</p> <p>Independent learning includes hours engaged with essential reading especially activities on the HSC learning repository, case study preparation and presentation, assignment preparation and completion</p>
Key Information Sets Information	<p>Coursework: Written assignment or essay, report, dissertation, portfolio, project</p> <p>Practical Exam: presentation,</p>

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		75%	
Practical exam assessment percentage		25%	
		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

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

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

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].

Vile, C. (2004) Patient care at diagnosis: planned education approach. *Nursing Standard*. 18 (28) pp. 40-44.

Williams, G. and Pickup, J. C. (2004) *Handbook of Diabetes*. 3rd edn. Oxford: Blackwell Science

Assessment Strategy	<p>Part A: Summative Assessment</p> <p>Health promotion poster presentation: The poster presentation is a commonly used format for communicating information within the academic and public health fields. Designing a poster on diabetes, preventative measures and associated treatment modalities.</p> <p>The students are expected to explain and defend the entire poster in order to demonstrate in-depth knowledge and understanding of the impact of diabetes.</p> <p>The marks for this assessment contribute to the overall module mark in proportion to the weighting indicated in the module descriptor.</p> <p>Part B: Summative Assessment</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. (2000 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>Level M students are expected to critically evaluate, synthesise and provide independent perspectives regarding the delivery of service in this case study. This should include a critical exploration of literature and debate the wider socio-political implications of renal 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>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A: 25	B: 75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Poster Presentation 15 minutes	25	
Component B Description of each element	Element weighting (as % of component)	
1. 2000 word case study	75	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting

Description of each element	(as % of component)
1. Resubmission of a poster	25
Component B Description of each element	Element weighting (as % of component)
1. Resubmission of a . 2000 word case study	75
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	