

Module Details	
Module Title:	Evidence Based Diabetes Care
Module Code:	NUR6027-C
Academic Year:	2019-20
Credit Rating:	30
School:	School of Nursing and Healthcare Leadership
Subject Area:	Nursing
FHEQ Level:	FHEQ Level 6
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	30
Work based learning	150
Tutorials	5
Directed Study	115

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims
To update student`s knowledge base and facilitate examination of the research-informed evidence on which provision of care and service delivery for the individual with diabetes is currently based. Identify opportunities to develop practice for people with diabetes.

Outline Syllabus
Pathophysiology of diabetes including blood glucose homeostasis. Classification, epidemiology and diagnosis including diagnostic criteria of the different types of diabetes. Health policies concerning diabetes care e.g. National Service Framework, NICE.

Current evidence base to diabetes care delivery e.g. DCCT, EDIC, UKPDS, original and follow up studies.

The role of lifestyle adjustments in the prevention and management of diabetes including structured patient education.

Patient focused diabetes care e.g. year of care, care planning, self blood glucose monitoring.

Factors influencing blood glucose levels (absorption, exercise, glycaemic index, stress, illness, medication etc).

Biochemistry interpretation, undertaking risk assessments and target setting.

Pharmacodynamics and pharmacokinetics of insulin and oral hypoglycaemic agents.

Treatment options in the management of the difference types of diabetes.

Identification of acute complications: prevention and treatment.

Long term or chronic complications of diabetes: pathophysiology, prevention and management.

Learning Outcomes

1	1.1 Apply knowledge of pathophysiology & epidemiology to demonstrate awareness of the difference between Type 1, Type 2 & Gestational diabetes. 1.2 Critically evaluate the evidence base informing the management of each type of diabetes, including proposed metabolic targets, & apply knowledge of pharmacodynamics & pharmacokinetics when proposing treatment options. 1.3 Critically review & apply knowledge to the recognition & management of the acute & chronic complications of diabetes. 1.4 Apply knowledge of diabetes to plan care & describe the role of structured patient education.
2	2.1 Assess data and apply knowledge to identify the type of diabetes experienced by patients and provide a rationale for that decision. 2.2 Critically evaluate strategies for the appropriate administration and/or teaching the self-administration of diabetes related therapies. 2.3 Critically reflect on the development, implementation and evaluation of person centred care plans for patients with diabetes. 2.4 Critically discuss the potential risk and appropriate management of acute and chronic complications of diabetes.
3	3.1 Critically reflect on own learning needs and apply current evidence from a wide range of sources to inform clinical practice, personal learning and support team members. 3.2 Exercise initiative and personal responsibility when making decisions in the context of patient care.

Learning, Teaching and Assessment Strategy

Research informed key lectures will deliver core content; providing students with the opportunity to acquire knowledge and develop conceptual understanding (LO 1.1, 1.2,1.3,1.4, 2.2,2.4). Seminars and group learning will be used to facilitate teacher/learner/ peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding (LO1.1, 1.2, 1.3, 1.4, 2.1, 2.2,2.3, 2.4 3.1). Directed study provides students with the opportunity to undertake reading, participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice (LO1.1, 1.2, 1.3, 1.4, 2.1, 2.2,2.3, 2.4 3.1) VLE will be used to provide access to online resources, lecture notes & external links to websites of interest. Labs and practicals will be held, if appropriate, to acquire new skills. 'Work-based learning' consists of opportunities to participate in practice, enhance acquisition of skills and gain competence. Competence will be assessed by an identified practice

mentor (LO2.1, 2.2, 2.3, 2.4, 3.1, 3.2). Formative assessment and feedback at individual tutorials, meetings and through electronic communication will facilitate reflection and student self-assessment. All learning outcomes are assessed by Mode of Assessment 1. Skills in practice are assessed by mode of assessment 2.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Coursework	Reflective case study demonstrating achievement of learning outcomes (3000 words) (Must pass at 40%)	0 hours	100%
Summative	Clinical Assessment	Completion of competency outcomes as defined in practice document (Pass/Fail)	0 hours	%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html .

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.