

Module Details	
Module Title:	Evidence Based Diabetes Care
Module Code:	NUR7041-C
Academic Year:	2019-20
Credit Rating:	30
School:	School of Nursing and Healthcare Leadership
Subject Area:	Nursing
FHEQ Level:	FHEQ Level 7 (Masters)
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 extend and update student`s knowledge base and facilitate critical examination of the research- informed evidence on which provision of care and service delivery for the individual with diabetes is currently based. Examine opportunities to develop service and 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 a systematic knowledge & understanding of pathophysiology & epidemiology to demonstrate critical awareness of the different types of diabetes. 1.2 Apply knowledge of pharmacodynamics & pharmacokinetics & critically evaluate the current evidence base informing the management & treatment options of each type of diabetes. 1.3 Critically review & apply knowledge to the recognition & management of the acute & chronic complications of diabetes. 1.4 Apply knowledge of recent research to justify the development & improvement of diabetes care in your own clinical area.
2	2.1 Systematically assess complex data and apply knowledge to identify the type of diabetes experienced by patients and provide a rationale for that decision. 2.2 Justify strategies for the appropriate administration and/or teaching the self-administration of diabetes related therapies and for structured patient education. 2.3 Develop, implement evaluate and communicate appropriate 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 and personal learning.

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). 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	3000 words - Reflective case study which demonstrates achievement of learning outcomes	-3000 words	100%
Summative	Clinical Assessment	Completion of competency outcomes as defined in practice document (Pass/Fail)		%

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.