

Module Details	
Module Title:	Diagnosis and Management of Diabetes; Gaining Glycaemic Control
Module Code:	PSI7028-C
Academic Year:	2019-20
Credit Rating:	30
School:	The Ridge Medical Practice
Subject Area:	Practitioners with a Special Interest
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	6
Seminar	4
Work based learning	180
Directed Study	110

Availability	
Occurrence	Location / Period
	University of Bradford / Non-Standard Academic Year (Jan - Sept)

Module Aims
To acquire knowledge and competence in the diagnosis and management of diabetes, enabling the student to develop skills to work confidently & effectively as a Clinical Practitioner with a Special Interest in Diabetes.

Outline Syllabus
Epidemiology & pathophysiology of glucose homeostasis and intolerance Diagnosis of diabetes including appropriate diagnostic criteria for the different types of diabetes Diagnosis of special categories for example pregnancy, stress, MODY, LADA and secondary Interpretation of laboratory test results

Appropriate use of clinic, home and laboratory assessment of diabetes and monitoring
Treatment of diabetes including pharmacological and non pharmacological interventions
Assessment of risk

Development of the current evidence base for the management of diabetes and care delivery

Understanding pharmacodynamics, pharmacokinetics, compliance and concordance

Health policies and national and international guidelines in relation to diabetes

The role of targets in the management of diabetes

The impact of the diagnosis on a person and their family

The impact of diabetes on the local and national population

Learning Outcomes

1	a) Apply the evidence for epidemiology & pathophysiology of glucose intolerance to diagnosis and management of diabetes mellitus. b) Critically evaluate the pharmacodynamics and pharmacokinetics of medications to understand treatment options for the management of each type of diabetes. c) Evaluate the existing care pathways in the context of appropriate non-pharmacological and pharmacological treatments for a person newly diagnosed with diabetes. d) Show an advanced critical appreciation of the principles of screening for diabetes.
2	a) Investigate, diagnose, and risk assess a person with glucose intolerance. b) Initiate the most appropriate treatment plan for a person diagnosed with diabetes. c) Initiate appropriate non-pharmacological measures in a person with glucose intolerance and diabetes. d) Refer patients appropriately for a second opinion. e) Understand the impact of the diagnosis of diabetes on a person, their family and the local and national population.
3	a) Practice critical and effective problem solving skills. b) Demonstrate an evidence based approach to patient care. c) Demonstrate effective team working skills with colleagues and peers. d) Communicate effectively with patients, their carers and families.

Learning, Teaching and Assessment Strategy

Face- to- face tuition is delivered by advanced practitioners. Core content required to underpin working at a higher level in diabetes is provided to students enabling them to acquire knowledge and develop conceptual understanding, addressing LO: 1a, 1b, 1c, 2a, b, c, e. Work-based learning is supervised by a clinical mentor in the student's locality. It includes practical and team-based learning and addresses LO:1a,1b,1c,1d, 2a,b,c,d,e ,3a,b,c. Self directed learning & guided study is identified with the mentor and the construction of an individual learning programme addresses LO: 1a, 1b,1c,1d, 2a, 2b,2c ,2d ,2e , 3a,3b,3c,3d.

Assessment is in the form of: Verification of competence and key skills as observed by mentor tests LO: 2a, 2b,2c, 2d, 2e, 3a, 3b, 3c. This is supported by a learning diary demonstrating breadth of learning and experience LO: 3d. Reflective case studies address patients seen and managed and assesses LO: 1a, 1b, 2a,2b, 2c, 2d, 2e, 3a. Students submit their work electronically and receive a summative % mark and written feedback. A draft may be sent to tutors for formative assessment. The preparation and presentation of the critical appraisal of a piece of published research to the student group tests LO: 3a, 3b,3d. Students are awarded a % mark and receive written and verbal feedback.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Presentation	A4: Presentation of a critically appraised research paper (15 minute presentation plus 5 minutes answering questions)	20 minutes	34%
Referral	Presentation	A4: Repair deficiencies in original submission.	20 minutes	34%
Summative	Coursework	A3: Written reflective case assessment of a complex management case (3 oral medications)	-1500 words	33%
Summative	Coursework	A2: Written reflective case assessment of a new diagnosis management case	-1500 words	33%
Referral	Coursework	A3: Repair deficiencies in original submission.	-1500 words	33%
Referral	Coursework	A2: Repair deficiencies in original submission.	-1500 words	33%
Referral	Clinical Assessment	Supplementary A1: Verification of clinical competence & key skills together with completed learning diary. New plan covering areas of concern will be set up and signed off by the mentor.	Up to 8 sessions	%
Summative	Clinical Assessment	A1: Verification of competence & key skills together with completed learning diary.	Approximately 14 sessions	%

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.