

Module Details	
Module Title:	Diabetes Intensification of Therapy and Living with Diabetes
Module Code:	PSI7029-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 management of diabetes to intensify therapy, enabling the student to develop skills to work confidently & effectively as a Practitioner with a Special Interest in Diabetes.

Outline Syllabus
Epidemiology & pathophysiology of poor glycaemic control Interpretation of laboratory test results Appropriate use of clinic, home and laboratory assessment of diabetes in the assessment of control

Escalation of the treatment of diabetes including injectable therapies and bariatric surgery
 Assessment of risk
 Development of the current evidence base for the management of diabetes and care delivery
 Understanding knowledge of the health beliefs and behaviour change in supporting people with diabetes
 Identification of, and addressing the challenges associated with poor glycaemic control
 The impact of injectable therapy on a person, their family and within the workplace

Learning Outcomes

1	a) Apply the evidence for the importance of glycaemic control to management of diabetes. b) Critically evaluate the pharmacodynamics and pharmacokinetics of treatment options to understand the treatment options for the management of poor glycaemic control . c) Evaluate the existing care pathways in the context of appropriate non-pharmacological and pharmacological treatments including bariatric surgery. d) Develop strategies to teach the self administration of diabetes related injectable therapies. e) Apply knowledge of health beliefs and behaviour change.
2	a) Investigate, diagnose, and risk assess a person with poor glycaemic control. b) Appraise readiness to change and assess their health behaviour and learning needs. c) Initiate the most appropriate treatment plan for a person with poor glycaemic control including non-pharmacologic therapies. d) Select and teach self-management of appropriate injectable therapies. e) Refer patients appropriately for a second opinion. f) Understand the impact of the diagnosis of diabetes requiring injectable therapy on a person, their family and within the workplace.
3	a) Practice critical 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

Teaching and learning methods include: Face- to- face tuition is delivered by advanced practitioners. Core content required to underpin working at a higher level in diabetes ensures that students acquire knowledge and develop conceptual understanding and addresses LO: 1a, 1b, 1c, 2a, b, 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, 2a,b,c,d ,3a,b,c. Self directed learning & guided study is identified through discussion with mentor and a learning programme is constructed for the student, addressing LO: 1a, b,c 2a, b, c ,d ,e, 3a,b,c,d.

Assessment is in the form of: Verification of competence and key skills as observed by mentor which tests LO: 2a, b, c, d, e, f, 3a, b, c and is supported by a learning diary of 14 cases seen on placement showing breadth of learning and experience 3d.

Reflective case studies concerning the management of cases on placement assesses LO: 1a, b, 2a,b, c, d, e,f. 3a. Students submit their work electronically and receive a summative % mark and written feedback. A short 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: 2e, 3a, b. Students are awarded a % mark and receive both 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 with injectable therapy or bariatric treatment management.	-1500 words	33%
Summative	Coursework	A2: Written reflective case assessment with insulin therapy management.	-1500 words	33%
Referral	Coursework	A2: Repair deficiencies in original submission	-1500 words	33%
Referral	Coursework	A3: 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.