

Module Details	
Module Title:	Diabetes Care Delivery and the Detection and Management of Complications
Module Code:	PSI7030-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 to detect and manage the long term complications of diabetes and assess models of diabetes care, enabling the student to develop skills to work confidently & effectively as a Practitioner with a Special Interest in Diabetes.

Outline Syllabus
• Diagnosis and management of the acute complications of diabetes • Diagnosis and management of micro and macrovascular complications of diabetes • A critical understanding of the importance of glycaemic control in the prevention of

complications in Type 1 and Type 2 diabetes

- A critical understanding of the importance of blood pressure control in the prevention of complications in Type 1 and Type 2 diabetes
- Cardiovascular risk assessment in people with diabetes and the role of lipid lowering and antiplatelet therapy
- Specific treatment options for people with diabetic nephropathy and risk of AKI
- Pathways of care for the detection of complications of diabetes
- Impact of diabetic complications on people with diabetes and their families
- The importance of health beliefs and impact on behaviour change

Learning Outcomes

1	a) Recognise and manage acute and long term complications of diabetes including foot problems, diabetic nephropathy and cardiovascular disease. b) Recognise factors associated with the development of micro and macro vascular complications. c) Critically evaluate the treatment options for the management of hypertension and the prevention of cardiovascular disease (including lipids) in people with diabetes. d) Apply knowledge of health beliefs and behaviour change.
2	a) Investigate, risk assess and initiate the most appropriate treatment plan for the acute and long term complications of diabetes. b) Critically evaluate existing care pathways and models of diabetes care delivery. c) Refer patients appropriately for a second opinion. d) Practice evidence-based medicine in the detection and management of people with complications of diabetes.
3	a) Practice critical effective problem solving skills. b) Demonstrate effective team working skills with colleagues and peers. c) Communicate effectively with patients, their carers and families.

Learning, Teaching and Assessment Strategy

Face-to-face tuition is delivered by advanced practitioners. Students are provided with the opportunity to acquire knowledge and develop conceptual understanding to underpin their practice at a higher level within diabetes care as addressed by LO: 1a, 1b, 1c, 2a, b, c, d. Work-based learning occurs in placement supervised by a consultant mentor in the student's locality. It includes at least 14 sessions of practical and team-based learning, addressing LO: 1a, 1b, 1c, 2a, b, c, d, e, f, 3a, b, c. Self directed learning & guided study is identified through discussion with mentor and the construction of an individual learning programme. LO: 1a, b, c, 2a, b, c, d, e, 3a, b, c.

Assessment is in the form of: Verification of competence and key skills as observed by mentor which tests LO: 2a, b, c, d, 3a, b, c and is supported by a learning diary which demonstrates a breadth of learning and experience 3d. Reflective case studies address the management of two patients managed on placement and assesses LO: 1a, b, 2a, b, c, d, 3a. Students submit their work electronically and receive a summative % mark and written feedback. A draft may be sent to tutors for formative feedback.

The preparation and presentation of the critical appraisal of a piece of published research to the student group tests LO: 2d, 3a, b. Students are awarded a % mark and receive both written and face to face feedback on the day.

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	A2: Written reflective case assessment with a type of Diabetes complication	-1 500 words	33%
Summative	Coursework	A3: Written reflective case assessment with another type of diabetes complication.	-1 500 words	33%
Referral	Coursework	A3: Repair deficiencies in original submission	-1 500 words	33%
Referral	Coursework	A2: Repair deficiencies in original submission	-1 500 words	33%
Summative	Clinical Assessment	A1: Verification of competence & key skills together with completed learning diary.	Approximately 14 session	%
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	%

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.