

Module Details	
Module Title	Evidence Based Diabetes Care
Module Code	NUR7041-C
Academic Year	2020/1
Credits	30
School	School of Nursing and Healthcare Leadership
Subject Area	Nursing
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

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

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

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 different types of diabetes. Identification of acute complications: prevention and treatment. Long term or chronic complications of diabetes: pathophysiology, prevention and management.

Learning Outcomes

Outcome Number	Description
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

N/A

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	3000 words - Reflective case study which demonstrates achievement of learning outcomes	N/A	100%
Summative	Clinical Assessment	Completion of competency outcomes as defined in practice document (Pass/Fail)	N/A	0%

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.

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