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| MODULE SPECIFICATION TEMPLATE |

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| MODULE DETAILS | | | | | | | | | | | | | | | | | | | | |
| **Module title** | Diabetes Practice in Primary Care | | | | | | | | | | | | | | | | | | | |
| **Module code** | MDM59 | | | | | | | | | | | | | | | | | | | |
| **Credit value** | 20 | | | | | | | | | | | | | | | | | | | |
| **Level**  Mark the box to the right of the appropriate level with an ‘X’ | Level 4 |  | | Level 5 | | |  | Level 6 | | | |  | | Level 7 | | | X | Level 8 |  | |
| Level 0 (for modules at foundation level) | | | | | | | | | | |  | |  | | | | | | |
| ***Entry criteria for registration on this module*** | | | | | | | | | | | | | | | | | | | | |
| **Pre-requisites**  Specify in terms of module codes or equivalent | Students will have the ability to study at the appropriate level (M level). The module is open to all health care professional with two years’ diabetes experience, and others with a clinical background and an interest in the delivery and support of diabetes care (who will usually be employed in primary care settings). | | | | | | | | | | | | | | | | | | | |
| **Co-requisite modules**  Specify in terms of module codes or equivalent | None | | | | | | | | | | | | | | | | | | | |
| ***Module delivery*** | | | | | | | | | | | | | | | | | | | | |
| **Mode of delivery** | Taught | | X | | Distance | | | |  | | Placement | | | | |  | Online | | |  |
|  | Other | | Extensive 1 day per month for 4 months | | | | | | | | | | | | | | | | | |
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| **Pattern of delivery** | Weekly | |  | | Block | | | |  | | Other | | | | |  | | | | |
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| **When module is delivered** | Semester 1 | | | | X | Semester 2 | | | | | | |  | | Throughout year | | | | |  |
| Other | |  | | | | | | | | | | | | | | | | | |
| **Brief description of module content and/ or aims**  Overview (max 80 words) | This module aims to enable primary care practices to fulfil the requirements of the National Service Framework for the provision of diabetes care in primary care. It seeks to enhance clinicians’ existing knowledge of diabetes and its management in a primary care setting to improve patient outcomes. It aims to give a broad grounding in Insulin management and therapeutics, which can be built upon in module MDM117. | | | | | | | | | | | | | | | | | | | |
| **Module team/ author/ coordinator(s)** | Dr David Lipscomb | | | | | | | | | | | | | | | | | | | |
| **School** | Brighton and Sussex Medical School | | | | | | | | | | | | | | | | | | | |
| **Site/ campus where delivered** | Falmer Campus, University of Brighton | | | | | | | | | | | | | | | | | | | |
| ***Course(s) for which module is appropriate and status on that course*** | | | | | | | | | | | | | | | | | | | | |
| **Course** | | | | | | | | | | **Status (mandatory/ compulsory/ optional)** | | | | | | | | | | |
| PG Cert Diabetes in Primary Care | | | | | | | | | | Mandatory | | | | | | | | | | |
| MSc Healthcare, Leadership and Commissioning | | | | | | | | | | Optional | | | | | | | | | | |
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| MODULE AIMS, ASSESSMENT AND SUPPORT | | |
| **Aims** | This module has been developed from an educational needs assessment of primary care staff. Taught by consultant diabetologists and other senior clinicians from both the primary and secondary care sectors, the content focuses on enabling practitioners in primary care to feel confident and competent in working with people living with diabetes. It aims to give a broad grounding in Insulin management and therapeutics, which can be built upon in module MDM117. | |
| **Learning outcomes** | On successful completion of the module, students will be able to demonstrate:   * comprehensive knowledge of assessment and management of diabetes in the context of the primary care setting including reversal and remission of Diabetes; * critical evaluation of diagnostic tests, screening and monitoring used for people living with diabetes; * understanding the importance of secondary prevention and strategies to achieve this * the ability to apply this knowledge and understanding to a range of situations frequently encountered in the community and in defined groups. | |
| **Content** | Basic science, diagnosis, dietary management and remission:  Importance and organisation of Diabetes in the NHS  Aetiology, pathophysiology and diagnosis of Diabetes mellitus  Patient education and dietary management of Diabetes  Reversal and remission of Diabetes  Drug treatments for Diabetes, Hypoglycaemia and Glucose monitoring:  Glucose and Ketone monitoring in people with Diabetes  Oral glucose lowering therapies and non-insulin injectable therapies  Insulin management and hypoglycaemia primer  Diabetes care planning (Annual Review) and case studies  Introduction to the complications of Diabetes  Complications of Diabetes – Focus on secondary prevention:  Cardiovascular risk management in Diabetes  Diabetic eye complications and screening  Renal complications of Diabetes  Psychological complications of Diabetes  Diabetic foot complications  Diabetes in Defined Groups:  Preconception and pregnancy in Diabetes  Diabetes in children and young people  Diabetes in the older person  Diabetes and mental health  Future trends and Q and A  Patient Plenary | |
| **Learning support** | Up-to-date reading lists, suggested websites, journals and online learning resources will be provided prior to the module in the module handbook and on StudentCentral.  Indicative Reading  Latest editions of the following texts:   * Defronzo RA, Ferrannini E, Keen H, Zimmet P, editors. (2004) International Textbook of Diabetes Mellitus. 3rd ed. Wiley-Blackwell. * Fox C, Mackinnon M. (2007). Vital Diabetes: your essential reference for diabetes management in primary care. 4th ed. Class Publishing. * Leroith D, Taylor SI, Olefsky JM, editors. (2003). Diabetes Mellitus. 3rd ed. Lippincott Williams & Wilkins.   Journals   * Clinical Diabetes * Diabetes * Diabetes and Primary Care * Diabetes Care   Websites   * American Diabetes Association – <http://www.diabetes.org/> * Diabetes UK - <http://www.diabetes.org.uk/> * Health Information Resources (part of NHS Evidence - formerly National Electronic Library for Health <http://library.nhs.uk/Default.aspx> * Joslin Diabetes Center – USA site   <http://www.joslin.harvard.edu/> | |
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| ***Teaching and learning activities*** | | |
| **Details of teaching and learning activities** | * Lectures * Seminars * Small Group Discussions and Workshops * Service User Panels * Case Studies and Scenarios * Student Presentations   The learning will be supported by the handouts given at most sessions. Tutors will give some references during their teaching but most of the resources will be computer or library based. The Diabetes Course Leader, will be available for tutorial support and writing skills support if required.  Students should ensure that they can access good quality diabetes and general medical journals and supplement these with recognised journals relevant to their profession or work environment  A 500 word reflective account of how the module has impacted upon the student’s practice is required (not assessed). This will be submitted at the same time as the written assignment. | |
| **Allocation of study hours (indicative)**  Where 10 credits = 100 learning hours | | **Study hours** |
| **SCHEDULED** | This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits. | 30 (4 days) |
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| **GUIDED INDEPENDENT STUDY** | All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions. | 170 |
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| **PLACEMENT** | The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas. | N/A |
| **TOTAL STUDY HOURS** | | **200** |
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| ***Assessment tasks*** | | |
| **Details of assessment on this module** | 3,000 word written assignment critically assessing the care of three clinical cases in Diabetes, known to the student, with reference to the latest evidence and literature (assessed) | |
| **Types of assessment task[[1]](#footnote-1)**  Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression. | | **% weighting**  (or indicate if component is pass/fail) |
| **WRITTEN** | Written exam | N/A |
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| **COURSEWORK** | Written assignment/ essay, report, dissertation, portfolio, project output, *set exercise* | 100% |
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| **PRACTICAL** | Oral assessment and presentation, practical skills assessment, *set exercise* | N/A |
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| EXAMINATION INFORMATION | | | | |
| **Area examination board** | PG Exam Board, BSMS | | | |
| Refer to Academic Services for guidance in completing the following sections | | | | |
| ***External examiners*** | | | | |
| **Name** | | **Position and institution** | **Date appointed** | **Date tenure ends** |
| Dr David Webb | | Senior Lecturer in Diabetes Medicine  Diabetes Research Centre  University of Leicester | 2017 | Dec 2020 |
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| QUALITY ASSURANCE – to be completed by Academic Services | | | | | |
| **Date of first approval**  Only complete where this is not the first version |  | | | | |
| **Date of last revision**  Only complete where this is not the first version |  | | | | |
| **Date of approval for this version** |  | | | | |
| **Version number** | 1 | | | | |
| **Modules replaced**  Specify codes of modules for which this is a replacement |  | | | | |
| **Available as free-standing module?** | | Yes | X | No |  |

1. Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task. [↑](#footnote-ref-1)