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| MODULE SPECIFICATION TEMPLATE |

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| MODULE DETAILS | | | | | | | | | | | | | | | | | | | | |
| **Module title** | Insulin Management, Therapeutics and Monitoring in Primary Care Diabetes | | | | | | | | | | | | | | | | | | | |
| **Module code** | MDM177 | | | | | | | | | | | | | | | | | | | |
| **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 (Masters 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) and, who have completed MDM 59 module Diabetes Practice in Primary Care. | | | | | | | | | | | | | | | | | | | |
| **Co-requisite modules**  Specify in terms of module codes or equivalent | MDM 59 Diabetes Practice in Primary Care | | | | | | | | | | | | | | | | | | | |
| ***Module delivery*** | | | | | | | | | | | | | | | | | | | | |
| **Mode of delivery** | Taught | | X | | Distance | | | |  | | Placement | | | | |  | Online | | |  |
|  | Other | |  | | | | | | | | | | | | | | | | | |
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| **Pattern of delivery** | Weekly | |  | | Block | | | | X | | Other | | | | |  | | | | |
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| **When module is delivered** | Semester 1 | | | |  | Semester 2 | | | | | | | X | | Throughout year | | | | |  |
| Other | |  | | | | | | | | | | | | | | | | | |
| **Brief description of module content and/ or aims**  Overview (max 80 words) | This module will explore all aspects of insulin and therapeutics in diabetes, in primary care settings. Recent years have been characterised by Insulin initiation and management moving from specialist care to General Practice, and a rapid expansion in the number of oral and other agents available for the management of Diabetes.  The aim of the module is to help clinicians to become confident and competent in the theory and practice of management of people with diabetes treated with insulin and other injectable or oral agents in multiple scenarios. | | | | | | | | | | | | | | | | | | | |
| **Module team/ author/ coordinator(s)** | Dr David Lipscomb – Module Leader and Course Principal, PG Cert Diabetes in Primary Care | | | | | | | | | | | | | | | | | | | |
| **School** | DME, 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 | | | | | | | | | | |
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| MODULE AIMS, ASSESSMENT AND SUPPORT | | |
| **Aims** | Feedback from students on the existing MDM59 Diabetes Practice in Primary Care module has consistently highlighted the need for more content related to therapeutics and clinical management.  The module aims to  Increase confidence in the initiation and monitoring of Insulin therapy.  Increase knowledge, and encourage appropriate use, of new therapeutic agents in diabetes.  Improve personalisation of management in the light of co-morbidities.  Equip students with cutting edge knowledge in Insulin and Therapeutic management and the skills to evaluate future developments. | |
| **Learning outcomes** | On successful completion of the module, students will be able to demonstrate:   * comprehensive knowledge of the initiation and management of Insulin and other therapeutic agents in Diabetes * critical evaluation of the evidence guiding choice of therapy * critical understanding of the importance of appropriate monitoring to clinical outcomes. * the ability to apply this knowledge to clinical practice in a range of settings. | |
| **Content** | Introduction:  Physiology and pathophysiology of insulin and glucose metabolism in diabetes  Review of injectable and insulin therapy in Type 2 Diabetes  Review of insulin therapy in Type 1 Diabetes  The role of the Diabetes Specialist Team in insulin management  The role of the dietitian in the management of insulin treated Type 2 Diabetes  Monitoring and Initiation:  Glucose monitoring  Hypoglycaemia  The mechanics of insulin and GLP-1 initiation  Review of insulin delivery devices  Review of insulin initiation consultation  Titration, Management and Adherence:  Insulin titration and management in Type 2 Diabetes  Barriers to initiation and adherence to insulin therapy  Insulin management in special situations e.g. renal disease, frailty, end of life, care homes, enteral feeding, domiciliary, homeless  Annual review and case studies  Annual review in people with diabetes treated with insulin  Case studies and tips from the Diabetes specialist team | |
| **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.  The learning will be supported by handouts and information leaflets. 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.  Reading list tbc | |
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| ***Teaching and learning activities*** | | |
| **Details of teaching and learning activities** | Teaching methods will include:   * Lectures * Seminars * Small Group Discussions and Workshops * Interactive sessions and quizzes * Practical symposiums * Interactive Case Studies and Scenarios * Student Presentations   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 (2+2 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 + 500 word reflective account** | |
| **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 | 31/12/2020 |
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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)