

Covenant School of Nursing
Instructional Module 3 Learning Guide
Topic: Diabetes
Week: 2

Learning Goals/Outcomes
<p><i>Upon completion of this lesson, you will be able to:</i></p> <ul style="list-style-type: none">• Differentiate between Type 1 DM and Type 2 DM.• Identify conditions that place an individual at risk for in diabetes.• Plan & prioritize care interventions for a person with diabetes mellitus.• Evaluate patient outcomes of therapies for diabetes mellitus.• Teach an individual with diabetes mellitus the interdisciplinary therapies required for health maintenance.• Apply the nursing process to promote normal metabolic regulation in providing culturally competent care for individuals experiencing a metabolic imbalance resulting in diabetes mellitus.• Identify the different insulin preparations and their uses, administration, and side effects• Identify Type 2 DM medications and administration• Identify the complications of long term hyperglycemia and untreated T2DM
Pre-Class Preparation
<p><u>Required:</u></p> <ul style="list-style-type: none">• HESI: See HESI course calendar• Choose 2 of the 5 case studies to write up and turn in on due date• Lehne: Drugs for Diabetes Mellitus• Medical-Surgical Nursing: Chapter 48: "Diabetes Mellitus" <p><u>Additional Resources:</u></p> <ul style="list-style-type: none">• Nwankwo, R., & Funnell, M. (2016). What's new in nutrition for adults with diabetes? <i>Nursing</i>, 46(3), 28–33. doi:10.1097/01.nurse.0000480595.99521.56• https://www.youtube.com/watch?v=JAJzV41iUJU Type II DM• https://www.youtube.com/watch?v=99KimaS6tTU DKA vs HHS (NCLEX tips)• https://www.youtube.com/watch?v=kqu8z5PIgek Oral antidiabetics (NCLEX tips)
Learning Activities
<p><u>Classroom Activities:</u></p> <ul style="list-style-type: none">• Risk Assessment for T2DM• Nutritional needs of diabetic patients <p><u>Laboratory/Clinical Activities:</u></p> <ul style="list-style-type: none">• Participate in the care of patient with diabetes <p><u>Out of Class/Computer Assisted Activities: Due 9/9/18</u></p> <ul style="list-style-type: none">• HESI: Case study/Type 1 Diabetes• Case Studies
Self-Assessment
<p>Students, check your understanding:</p> <ul style="list-style-type: none">• Your neighbor has T2DM. What information will you teach him/her to prevent complications of T2DM?• Your cousin has been recently diagnosed with T1DM and is upset, saying "My life is over." What can you teach your relative about management of diabetes?• What roles do exercise and nutrition play in the management of T1DM and T2DM?
Evaluation Methods

<ul style="list-style-type: none"> Unit Exam 	
Texas DECs	QSEN Competencies
<p>Knowledge II.A.1.a; 2a, b.,3; II.B.2, 4, 5, 6, 7, 8, 11, 12; II.C, 3, 4b. 5, 6, 7, 8; II.D. 1a, 1b, 1c, 3b, 4c,5a; II.E, 1a, 1b, 2, 4a,4b, 5, 6b, 12, 13; II.F, 2; IIG, 2a, 2b, 3a, 3b IV.C, 1, 3, 5, 8,</p> <p>Clinical Judgments and Behaviors I.A.1, 2, 3a, 3b, B.2.a, 2.b, 3.a, 3.b, 3.c, 4.a, 4.b, 5.a, 5.c, 6.a, 6.b, 6.c; II.A, 1, 2.a, 2.b, 3, 4; II.B, 1, 2, 3.a, 3.b, 4, 5, 6, 7, 8, 9, II.C.1, 2, 3.a, 4, 5, 6, 7; II.D.1, 2.a, 2.c, 2.d, ,3.a, 3.b,3.c; II.E.1, 2.a, 2.b, 2.c, 3.b, 4, 5.a, 6.a, 6.c, 6.d, 9, 10, 11, 12.b; II.F.1.a, 1.b, 1.c, 2.a, 2.b,5.a, 5.b; II.G.1,2a, 2b, 3, 4, 5a, 5b, 6, 7; II.H.6; III.A., 2, 3, 4, 5a; III.B.1, 2, 3.a, 3.b, 3.c, 4, 5, 8, 9; III.C.2.a, 2.b, III.D.1, 2, 3; III.E.1, 3; III.F.1; IV.A.1, IV.B.1.a, 2; IV.C.1.a, 2.b; IV.D.1.b, 3.b, IV.E.1.b, 1.c, 2.b, 2.c, 4;</p>	<p>Patient-Centered Care Teamwork & Collaboration Evidence Based Practice Safety</p>
IM4 Student Learning Outcomes	NCLEX Test Plan
1 - 8	<p>Safe/Effective Care Environment: <i>Management of care- Interdisciplinary team, Safety & Infection Control-Injury prevention, Home Safety, Standard precautions, Safe use of equipment.</i> Health Promotion/Maintenance: Health promotion/Disease prevention, Health screening, Self- care, Techniques in physical assessment. Psychosocial Integrity: Coping mechanism, Cultural awareness/influences on health, Sensory/perception alteration, Support systems, Therapeutic communication. Physiological Integrity: <i>Basic Care & comfort – Nutrition & hydration, Pharmacological Therapies- Adverse & Side effects, contraindications, Interactions, Dose calculation, Expected Actions & outcomes, Medication administration, IV therapies. Reduction of Risk-Diagnostic & lab tests, Potential for alteration in body systems, Potential for complications of diagnostic tests, treatment, procedures; Potential for complications from surgical procedures & health alterations. Physiological Adaptation-Alteration in body systems, Fluid & electrolyte imbalances, Illness management, medical emergencies, pathophysiology, unexpected response to therapies</i></p>
Concepts	Faculty
<p><i>Metabolism, Acid-Base, Clinical judgement, Comfort, Communication, Coping, Diversity, Fluid & electrolyte balance, Functional Ability, Health promotion, Nutrition, Patient Centered care, Patient education, Perfusion, Safety, Sensory perception, Sexuality, Teamwork & collaboration, Tissue integrity</i></p>	<p>K. Howard, FNP-BC, MSN, RN</p>
Date originated: 10-26-15	Revision Dates: 3-20-16; 7-26-16; 7-28-17, 10-23-17, 5-31-18, 7-10-18, 1-31-19, 7-10-19, 11-21-19, 7/21/21