

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

<b>Learning Goals/Outcomes</b>	
<p><i>Upon completion of this lesson, you will be able to:</i></p> <ul style="list-style-type: none"> <li>• Differentiate between Type 1 DM and Type 2 DM.</li> <li>• Identify the pathophysiology and clinical manifestations of diabetes mellitus.</li> <li>• Plan &amp; prioritize care interventions for a person with diabetes mellitus.</li> <li>• Teach an individual with diabetes mellitus the interdisciplinary therapies required for health maintenance.</li> <li>• Evaluate patient outcomes of therapies for diabetes mellitus.</li> <li>• Identify the different insulin preparations and their uses, administration, and side effects</li> </ul>	
<b>Pre-Class Preparation</b>	
<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• HESI Assignment: Medical-Surgical; Diabetes Type 1</li> <li>• Lewis's Medical-Surgical Nursing: Chapter 48: "Diabetes Mellitus"</li> <li>• Lehne's Pharmacology for Nursing Care: Drugs for Diabetes Mellitus: Chapter 60 Sections               <ul style="list-style-type: none"> <li>○ "Preparations and Administration"                   <ul style="list-style-type: none"> <li>▪ Sources of Insulin, Types of Insulin, Concentration, Mixing Insulins, Administration and Storage"</li> </ul> </li> <li>○ "Therapeutic Use"                   <ul style="list-style-type: none"> <li>▪ Indications, Insulin Therapy of Diabetes, Complication of Insulin Treatment and Complications of Insulin Treatment</li> </ul> </li> </ul> </li> </ul> <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">What Is Diabetes?   2 Minute Guide   Diabetes UK - YouTube</a></li> <li>• <a href="#">Diabetes mellitus (type 1, type 2) &amp; diabetic ketoacidosis (DKA) - YouTube</a></li> </ul>	
<b>Learning Activities</b>	
<p><u>Classroom Activities:</u></p> <ul style="list-style-type: none"> <li>• Theory content on the Introduction to Diabetes Mellitus</li> <li>• PowerPoint, discussion, case study, etc.</li> </ul> <p><u>Laboratory/Clinical Activities:</u></p> <ul style="list-style-type: none"> <li>• Administration of sub-q medication in the lab and clinical setting</li> <li>• Participate in the care of patient with diabetes</li> </ul> <p><u>Out of Class/Computer Assisted Activities:</u></p> <ul style="list-style-type: none"> <li>• HESI Assignment: Medical-Surgical; Diabetes Type 1</li> <li>• Review universal competencies</li> </ul>	
<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Unit Exam</li> </ul>	
<b>Texas DECs</b>	<b>QSEN Competencies</b>
<p><b>Knowledge:</b> I.A.1a-c, A.2-4; B.1.b,e; B.2.a,b; B.3;B.4; B.6.a; B.7.c; B.8; D2,3 II.A.1- 4; B.1- 7, 9, 11; B.10 - 12;C.1 - 8; D.1-5; E.1 - 6; E.9-13; F.1-2; G.1-3; H.1-4.a;</p>	<p>Patient-Centered Care</p>

<p>H.6; III.A.1-6; B.1.b-3; C.1- 2; D1.a-c; E.1-2; IV.A.1-2; A.4.b; A.5.a,b; B.1-3; C.1; C.3- 8; D.1-4; E.1-2; F.1- 4; G.1-4</p> <p><b>Clinical Judgments and Behaviors:</b> I.A. a-c; B.1; B.2.a,b; B.3; 4.c; B.5.a; B.6.a; C.2; C.3.a; C.5; D.1-5; II.A1-4; B.1-9; C.1-7; D.1-4; E.1-13; F.1-6; G.1-7; H.1-6; III.A.1-5.a; B.1- 9; C.1-22.a; D.1-3; IV. A.1-3; B.1-3, 5a,b; C.1-2.a,b; 3-4; D.1-2; E.1a,b,c; 2-3a,c; 4; F.1-2; G.1-4</p>	<p>Teamwork &amp; Collaboration Evidence Based Practice Safety</p>
<p><b>IM2 Student Learning Outcomes</b></p>	<p><b>NCLEX Test Plan</b></p>
<p>1 - 8</p>	<p><b>Safe/Effective Care Environment:</b> <i>Management of care- Interdisciplinary team, Safety &amp; Infection Control-Injury prevention, Home Safety, Standard precautions, Safe use of equipment.</i> <b>Health Promotion/Maintenance:</b> Health promotion/Disease prevention, Health screening, Self- care, Techniques in physical assessment. <b>Psychosocial Integrity:</b> Coping mechanism, Cultural awareness/influences on health, Sensory/perception alteration, Support systems, Therapeutic communication. <b>Physiological Integrity:</b> <i>Basic Care &amp; comfort – Nutrition &amp; hydration, Pharmacological Therapies- Adverse &amp; Side effects, contraindications, Interactions, Dose calculation, Expected Actions &amp; outcomes, Medication administration, IV therapies. Reduction of Risk-Diagnostic &amp; lab tests, Potential for alteration in body systems, Potential for complications of diagnostic tests, treatment, procedures; Potential for complications from surgical procedures &amp; health alterations. Physiological Adaptation-Alteration in body systems, Fluid &amp; electrolyte imbalances, Illness management, medical emergencies, pathophysiology, unexpected response to therapies</i></p>
<p><b>Concepts</b></p>	<p><b>Faculty</b></p>
<p><i>Type 1 diabetes, Type 2 diabetes, diabetic complications, patient centered care, patient education, nutrition, diabetic medications</i></p>	<p><i>L. Matlock, MSN, RN-BC</i></p>
<p><b>Date originated: 04-25-22</b></p>	<p><b>Revision Dates:</b></p>

Mod 2 Learning Guide      Topic: Diabetes cont'd

\*\*CSON Learning Guide (adopted 5-2015 by Faculty vote) - adapted from Smith, R. M. *Conquering the Content*. San Francisco: Jossey-Bass, 2008.