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

Learning Goals/Outcomes

Upon completion of this lesson, you will be able to:

- 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

Required:

- HESI: See HESI course calendar
- Lehne: Drugs for Diabetes Mellitus
- Medical-Surgical Nursing
- *Additional Resources*:
- Nwankwo, R., & Funnell, M. (2016). What's new in nutrition for adults with diabetes? *Nursing*, *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

Classroom Activities:

- Risk Assessment for T2DM
- Nutritional needs of diabetic patients

Laboratory/Clinical Activities:

- Participate in the care of patient with diabetes

Out of Class/Computer Assisted Activities: See calendar for due date

- HESI: Case studies as assigned in HESI

Self-Assessment

Students, check your understanding:

- 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?
- Case studies provided by instructor for self assessment

Evaluation Methods

- Unit Exam

Texas DECs	*QSEN Competencies*
Knowledge: 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; 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 **Clinical Judgments and Behaviors: 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	Patient-Centered Care Teamwork & Collaboration Evidence Based Practice Safety
IM4 Student Learning Outcomes	*NCLEX Test Plan*
1 - 8	**Safe/Effective Care Environment:** *Management of care*-Interdisciplinary team, *Safety & Infection Control*-Injury prevention, Home Safety, Standard precautions, Safe use of equipment. **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:** *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
Concepts	*Faculty*
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	*K. Howard, FNP-BC, MSN, RN*
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*