

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

Learning Goals/Outcomes
<i>Upon completion of this lesson, you will be able to:</i> • 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
<u>Required:</u> • HESI: See HESI course calendar • Lehne: Drugs for Diabetes Mellitus • Medical-Surgical Nursing • <u>Additional Resources:</u> • 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=kqu8z5Plgek Oral antidiabetics (NCLEX tips)
Learning Activities
<u>Classroom Activities:</u> • Risk Assessment for T2DM • Nutritional needs of diabetic patients <u>Laboratory/Clinical Activities:</u> • Participate in the care of patient with diabetes <u>Out of Class/Computer Assisted Activities:</u> 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: <i>Management of care-</i> Interdisciplinary team, <i>Safety & Infection Control-</i>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: <i>Basic Care & comfort</i> – Nutrition & hydration, <i>Pharmacological Therapies-</i> Adverse & Side effects, contraindications, Interactions, Dose calculation, Expected Actions & outcomes, Medication administration, IV therapies. <i>Reduction of Risk-</i>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. <i>Physiological Adaptation-</i>Alteration in body systems, Fluid & electrolyte imbalances, Illness management, medical emergencies, pathophysiology, unexpected response to therapies
Concepts	Faculty
<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>	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, 11-21-19,3-22-24

Mod 4 Learning Guide Topic: Diabetes cont'd

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