

## Module Specification

### Module Summary Information

|          |                        |   |
|----------|------------------------|---|
| <b>1</b> | <b>Module Title</b>    | Evidence into Care for People with Diabetes |
| <b>2</b> | <b>Module Credits</b>  | 20  |
| <b>3</b> | <b>Module Level</b>    | 7   |
| <b>4</b> | <b>Module Code</b>     | LBR7657                                     |
| <b>5</b> | <b>Semester Taught</b> | 1   |

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| <b>6</b>   | <b>Module Overview</b> |
| <p>This module is designed to equip students with the ability to identify how evidence can be applied to underpin and guide diabetes care decisions and how evidence informs standards, policy and guidelines. This module will include aspects of contemporary evidence and its application to diabetes care which is designed to enhance knowledge and skills in this specialist field. The module will require students to appraise and synthesis evidence and its application in diabetes care. Students will be encouraged to review their practices and then investigate what evidence they currently use to underpin their clinical decision making. The module has been designed in collaboration with clinical colleagues and blends theoretical approaches with opportunities of emerging evidence into clinical application and innovation.</p> <p>This module is delivered as a standalone module, and as part of the Advancing Diabetes Care PgDip and MSc pathway. This module aligns with the post-graduate philosophy and is designed to be flexible, and practice led. Students will have the opportunity to develop skills of enquiry, reflection and problem solving. A flexible online learning approach is taken. Students will be encouraged to think critically and share practice experiences within an online discussion forum with fellow students, as well as engaging in both directed and self-directed learning activities. They will be an active partner in their own learning and development and in return will receive regular feedback and feed forward aimed at developing their academic skills and have the opportunity to discuss progress with the module team.</p> |                        |

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| <b>7</b>  | <b>Indicative Content</b> |
| <ul style="list-style-type: none"> <li>• What guides and underpins diabetes care decisions</li> <li>• How evidence is used to guide clinical decision making in diabetes care</li> <li>• How standards, protocols and guidelines for diabetes care and management are created</li> <li>• Development of critical analysis skills through clinical paper reviews relevant to diabetes care</li> <li>• Reviewing diabetes clinical presentations and reviewing how evidence can inform treatment planning</li> <li>• Research designs and approaches</li> <li>• Critical appraisal tools and how to use them</li> <li>• Becoming familiar the research processes</li> </ul> |                           |

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| <b>8</b>  | <b>Module Learning Outcomes</b> |
| <p><b>On successful completion of the module, students will be able to:</b></p> |                                 |

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| 1 | Critically review sources of evidence that inform diabetes clinical practice that underpins clinical decision making and informs diabetes care. |
| 2 | Critically analyse how evidence can be applied in the student's area of practice and how this can be measured.                                  |
| 3 | Critically appraise research methods and approaches to answer clinical questions in diabetes care.  |
| 4 | Demonstrate rigorous synthesis of evidence into diabetes care and evaluate the processes of implementation.                                     |

| 9 Module Assessment                       |            |      |           |
|---|------------|------|-----------|
| Learning Outcome Number<br>(from table 8) | Coursework | Exam | In Person |
| 1-4                                       | X          |      |           |

| 10 Breakdown Learning and Teaching Activities  |           |   |
|--|-----------|---|
| Learning Activities  | Hours     | Details of Duration, Frequency and other comments   |
| <b>Scheduled Learning (SL)</b><br>includes lectures, practical classes and workshops as specified in timetable   | 20        | 12x 1 hour live or pre-recorded remote lectures<br>3x1 hour group tutorials/<br>workshops<br>5x 1 hour live webinars                              |
| <b>Directed Learning (DL)</b><br>includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE | 100       | Moodle activities, practice-based learning, case histories, discussion groups, reading, literature searching, critique of articles, presentations |
| <b>Private Study (PS)</b><br>includes preparation for exams  | 80        | Reading, 1:1 tutorials, preparation for assessments, student group activity, project progression activities                                       |
| <b>Total Study Hours:</b>  | 200 hours |   |

| 11 Key Texts and Online Learning Resources   |  |
|--|--|
| You will be introduced to the Virtual Learning Environment (VLE) and be expected to engage with materials throughout this online module. The module has a reading list online. This which will be a comprehensive and continually updated resource of a variety of sources of literature and information |  |

that will support learning and achievement of learning outcomes. You may also have access to your workplace library and resources.

Below is a sample that will support your learning:

Creswell, John W., and Cheryl N. Poth. (2018) *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. Fourth edition / John W. Creswell, Cheryl N. Poth. Los Angeles: SAGE, UK.

Evans, I (2011) *Testing Treatments: Better Research for Better Healthcare*. 2nd ed. London: Pinter & Martin. Print

Greenhalgh T (2019) *How to Read a Paper: The basics of evidence-based medicine*, Wiley Blackwell: UK.

Healthy People (2030) *Diabetes: Evidence Based Resources*,  
<https://health.gov/healthypeople/objectives-and-data/browse-objectives/diabetes/evidence-based-resources>

Herman W (2002) *Evidence-based diabetes care, Clinical Diabetes*,  
<https://doi.org/10.2337/diaclin.20.1.22>

International Diabetes Federation (2017) *Integrating Diabetes Evidence into Practice: Challenges and Opportunities to Bridge the Gaps* [https://www.idf.org/images/Integrating\\_Diabetes\\_IDF\\_v16\\_1.pdf](https://www.idf.org/images/Integrating_Diabetes_IDF_v16_1.pdf)

Kumar R (2018) *Research Methodology: A Step-by-Step Guide for Beginners*, 5<sup>th</sup> Ed, SAGE: UK.

Ross, T (2012) *A Survival Guide for Health Research Methods*, McGraw-Hill Education. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/bcu/detail.action?docID=879699>.

Seedhouse, David, and Dr David Seedhouse (2008) *Ethics: The Heart of Health Care*, John Wiley & Sons, Incorporated. ProQuest Ebook Central,  
<https://ebookcentral.proquest.com/lib/bcu/detail.action?docID=406494>.

Whiffin C (2021) *Choose your Methodology*, SAGE: UK