

## **Unit 27: Awareness of Diabetes**

**Unit reference number** T/616/7338

**Level:** 3

**Unit type:** Optional

**Credit value:** 6

**Guided learning hours:** 46

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### **Unit summary**

It is estimated that more than 3.8 million people over the age of 16 in the UK have been diagnosed with diabetes, with this figure being likely to continue to rise. Diabetes is becoming an increasing cause of concern for healthcare professionals as people live longer and more are experiencing its long-term complications. Some individuals have difficulty in coming to terms with a diagnosis of diabetes and managing their condition. They may need support to deal with the physical, emotional and psychological effects of this.

This unit will give you an introduction to diabetes and enable you to use a person-centred approach to support individuals with diabetes in managing their condition. You will develop knowledge and understanding of both type 1 and type 2 diabetes, including the causes, signs, symptoms and key features of each condition. You will understand the importance of monitoring for long-term complications, as well as how to support individuals to be as self-caring as possible. You will learn about the nutritional needs of those with diabetes and how factors such as lifestyle may affect them. You will also develop an awareness of the links between diabetes and conditions such as depression and dementia.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

| Learning outcomes  | Assessment criteria  |
|--|--|
| <p>1 Understand diabetes and the associated implications</p>   | <p>1.1 Define diabetes</p> <p>1.2 Explain possible key long-term complications to health as a result of having diabetes</p> <p>1.3 Explain what is meant by the term hyperglycaemia and how it is treated</p> <p>1.4 Explain what is meant by the term hypoglycaemia and how it is treated</p> <p>1.5 Explain the procedure of referring an individual with diabetes to others</p>   |
| <p>2 Know the most common types of diabetes and their causes</p>   | <p>2.1 Explain key features of Type 1 diabetes</p> <p>2.2 Explain key features of Type 2 diabetes</p> <p>2.3 Outline the most common possible causes of diabetes:</p> <ul style="list-style-type: none"> <li>• Type 1</li> <li>• Type 2</li> </ul> <p>2.4 Describe the likely signs and symptoms of diabetes</p> <p>2.5 Outline contributing risk factors that may lead to the development of Type 2 diabetes</p>  |
| <p>3 Understand how to implement a person-centred approach when supporting individuals with diabetes</p> | <p>3.1 Define person-centred support</p> <p>3.2 Explain the importance of using individualised care plans to support individuals with diabetes</p> <p>3.3 Explain the care pathway for the individual with newly diagnosed Type 2 diabetes</p> <p>3.4 Explain what self-care skills are</p> <p>3.5 Explain how to work with an individual, and or their carer, to optimise self-care skills</p> <p>3.6 Explain the importance of supporting individuals to make informed decisions</p> |

| Learning outcomes  | Assessment criteria   |
|--|---|
| <p>4 Understand the nutritional needs of individuals with diabetes</p>         | <p>4.1 Explain the principles of a balanced diet</p> <p>4.2 Analyse how different carbohydrates affect blood glucose level</p> <p>4.3 Explain the role of the nutritional plan and how to report any related problems</p>   |
| <p>5 Understand factors relating to an individual's experience of diabetes</p> | <p>5.1 Describe how different individuals may experience living with diabetes</p> <p>5.2 Explain the impact that the attitudes and behaviours of others may have on an individual with diabetes</p> <p>5.3 Explain how an individual can manage their diabetes through different aspects of their lifestyle</p> <p>5.4 Explain the impact of non-compliance on an individual's health and wellbeing</p>   |
| <p>6 Understand the importance of monitoring diabetes</p>                      | <p>6.1 Explain the importance of accurately measuring blood pressure when supporting individuals with diabetes</p> <p>6.2 Identify the normal parameters for blood pressure</p> <p>6.3 Explain the purpose of accurate blood glucose monitoring for individuals with diabetes</p> <p>6.4 State the normal blood glucose range</p> <p>6.5 Explain the purpose of accurate urine monitoring for individuals with diabetes</p> <p>6.6 Describe the annual review checks needed to screen for long-term complications</p> |
| <p>7 Understand the links between diabetes and other conditions</p>            | <p>7.1 Explain the links between diabetes and:</p> <ul style="list-style-type: none"> <li>• dementia</li> <li>• depression</li> </ul>   |

## Content

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### What needs to be learned

#### Learning outcome 1: Understand diabetes and the associated implications

##### Definition of diabetes

- Definition in relation to glucose levels.
- Definition in relation to insulin levels.
- Hypoglycaemia.
- Hyperglycaemia.

##### Long-term complications

- Diabetic retinopathy.
- Diabetic nephropathy.
- Diabetic neuropathy.
- Heart disease.

##### Referral procedures

- How referrals are made, e.g. self-referral, professional referral, third-party referral.

#### Learning outcome 2: Know the most common types of diabetes and their causes

##### Type 1 diabetes

- Key features, e.g. age of onset, speed of onset.
- Causes, e.g. genetic, auto-immune response to viral infection, failure of pancreatic function.
- Signs and symptoms, e.g. thirst, increased urination, weight loss, tiredness, blurred vision, yeast infections, slow healing.
- Risk factors, e.g. family history.

##### Type 2 diabetes

- Key features, e.g. age of onset, speed of onset.
- Causes, e.g. decreased pancreatic function.
- Signs and symptoms, e.g. thirst, increased urination, blurred vision, tiredness, sudden loss of muscle mass.
- Risk factors, e.g. lifestyle factors such as obesity and lack of exercise, ethnic factors, age.
- Medical factors, e.g. a history of high blood pressure, heart attack or stroke.

## What needs to be learned

### Learning outcome 3: Understand how to implement a person-centred approach when supporting individuals with diabetes

#### Person-centred support

- Individual's needs as opposed to service-led approach; holistic, equality, independence, informed choice, rights.
- Use of individualised care plans to support individuals.

#### Possible care pathway – newly diagnosed with Type 2 diabetes

- Assessment of individual.
- Provision of information and advice.
- Initial care.
- Psychological support.
- Implementation of care package including treatment of individual and dietary advice.
- Monitoring and review.

#### Self-care

- Self-care skills, e.g. activities of daily living including administering medication, managing the relationships between food, activity and medications.
- Self-monitoring of blood glucose, blood pressure and having retinal screening carried out.
- Individual need, e.g. around foot care.
- Weight loss.
- Injection technique.
- Understanding diabetes, what care to expect and how to access services.
- Managing acute complications such as hypoglycaemia and hyperglycaemia.
- Understanding legislative issues such as those related to employment and driving.

#### Support for individual

- To develop self-care skills through person-centred planning access to information, structured education, emotional and psychological support.
- Support from peers, friends, family and carers.
- Access to healthcare professionals and specialist support when needed.

#### Making informed decisions

- Providing options regarding individual's care and treatment.
- Importance of ensuring individual knows advantages and disadvantages of each option suggested.
- Supporting individual to make informed choices based on information given.
- Importance of supporting the individual through the process.

## What needs to be learned

### Learning outcome 4: Understand the nutritional needs of individuals with diabetes

#### Balanced diet

- Proteins.
- Carbohydrates.
- Fats.
- Vitamins and minerals.
- The Eat Well Guide (government guidance).

#### Different carbohydrates

- Simple and complex carbohydrates.
- Glycaemic index and glycaemic load of different carbohydrates.
- Effect on blood glucose levels.

#### Nutritional planning

- How to develop a nutritional plan for an individual with diabetes.
- Why the plan should be followed.
- Use of a food diary.
- Identification of problems relating to the nutritional plan, e.g. poor appetite, difficulties in keeping to the plan, culturally inappropriate items on plan, shift work.

### Learning outcome 5: Understand factors relating to an individual's experience of diabetes

#### Individual experience

Shock, denial, fear, anger, depression, acceptance, moving on.

#### Response of others

- Positive attitudes and behaviours shown by family members, peer groups, other friends or work colleagues, e.g. acceptance, understanding, willingness to change diet and eating patterns to support individual.
- Negative attitudes and behaviours shown by family members, peer groups, other friends or work colleagues, e.g. continuing to cook carbohydrate-rich meals, pressing the individual to eat more than they should.

#### Managing the condition

- Ability to make appropriate lifestyle changes, e.g. diet, increase in exercise taken, weight management.
- Regular check of blood glucose levels.
- Taking medication regularly.
- The impact of non-compliance on the individual when managing the condition, e.g. following advice and guidance on diet, lifestyle, weight management, monitoring condition, taking medication and attending medical appointments.
- Gaining support from friends, family and support groups.

## What needs to be learned

### Learning outcome 6: Understand the importance of monitoring diabetes

#### Blood pressure

- Accurate measurement, recording and reporting, and why this is important in diabetes.
- Normal parameters in order to identify abnormalities in measurement.
- Establishing what is normal for the individual.

#### Blood glucose

- Accurate measurement, recording and reporting, and why this is important in diabetes.
- Normal range of blood glucose measurement.

#### Urine testing

- When to take.
- What it measures.
- How to test.

#### Review

- Importance of annual review.
- Checks to be carried out to include HbA1c, foot checks, blood pressure checks.
- Recording and reporting.
- Medication review.
- Possible long-term complications.

### Learning outcome 7: Understand the links between diabetes and other conditions

#### Link to dementia

- Possible genetic link between the two conditions, possible changes in brain proteins.
- Link between Type 2 diabetes, cognitive impairment and increased risk of dementia.
- Possible treatment.

#### Link to depression

- Incidence of depression among diabetics.
- Why depression is more common in diabetics than the general population.
- Ability to cope with diagnosis.
- Possible treatment.

## Information for tutors

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### Suggested resources

#### Books

Atkins S – *First Steps to Living with Diabetes, Types 1 and 2 (First Steps Series)* (Lion Book, 2016) ISBN 13 9780745970431

Baker G – *First Year: Type 2 Diabetes*, 3rd Edition (Da Capo Lifelong Books, 2015) ISBN 13 9780738218601

Cowap N, Parry N – *Diabetes (My Modern Health Series)* (Mercury Learning and Information, 2015) ISBN 13 9781938549182

Hillson R – *Diabetes Care: A Practical Manual*, 2nd Edition (Oxford University Press, 2015) ISBN 13 9780198705635

Levy D – *Type 1 Diabetes (Oxford Diabetes Library)* (Oxford University Press, 2011) ISBN 13 9780199553211

Nash J – *Diabetes and Wellbeing: Managing the Psychological and Emotional Challenges of Diabetes Types 1 and 2* (Wiley-Blackwell, 2013) ISBN 13 9781119967187

Thynne A et al – *Clinical Pocket Reference: Diabetes*, 2nd Edition (Pennant Health Publishing, 2011) ISBN 9780954306564

Young D – *Coming to Terms with Type 1 Diabetes One Family's Story of Life After Diagnosis* (Hawkesbury Press, 2014) ISBN 9780993087905

#### Journals

*Community Care*

*Diabetologia*

#### Websites

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| <a href="http://www.diabetes.org.uk">www.diabetes.org.uk</a>                                       | Diabetes UK – UK charity for people affected by diabetes.  |
| <a href="http://www.diabetes.co.uk">www.diabetes.co.uk</a>   | Community of people with diabetes who provide support and knowledge to diabetics and their families. |
| <a href="http://www.drwf.org.uk">www.drwf.org.uk</a>   | The Diabetes Research and Wellness Foundation – a charity to raise public awareness of diabetes.     |
| <a href="http://www.nhs.uk">www.nhs.uk</a>   | NHS website with information about diabetes, diabetic community, clinical trials.                    |
| <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>                                     | Advice and guidance on eating well and a balanced diet.  |
| <a href="http://pathways.nice.org.uk/pathways/diabetes">pathways.nice.org.uk/pathways/diabetes</a> | National Institute for Clinical Health and Excellence – information on the management of diabetes.   |
| <a href="http://www.rcn.org.uk">www.rcn.org.uk</a>   | Royal College of Nursing – Diabetes – self-management and self-care.                                 |
| <a href="http://www.scie.org.uk">www.scie.org.uk</a>   | Personalisation – a rough guide, Guide 47. Social Care Institute for Excellence.                     |

## **Assessment**

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### **Unit assessment requirements**

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment of all learning outcomes (knowledge) may take place in or outside of a real work environment.