



Taking **action**
educating
people and
transforming
lives worldwide

Course information

Duration:

6 months

Notional Study Time:

300 hours

Delivery:

Interactive blended online learning including videos and Q&A sessions to ensure learners get the opportunity to ask questions and discuss with peers.

Assessment

2,000 word portfolio (40%)

2,000 word case study (60%)

Coursework: 100%

University of
Hertfordshire **UH**

Principles of Diabetes for Professional Practice

Short course
Level 5/Diploma Level

Course Content

This course is aimed at any health care professional who participates in the assessment, management and delivery of care for people with or at risk of developing diabetes.

Course Aim:

This course aims to equip health care professionals with the knowledge and skills required to recognise patients at risk, and will focus on the prevention, recognition and management of metabolic syndrome and diabetes.

Knowledge and Understanding:

Successful students will typically be able to:

1. Discuss the pathophysiology of the development of diabetes and cardiovascular complications, and demonstrate an understanding of the pathophysiology of the vascular complications of diabetes
2. Discuss current guidelines and evidence for pharmacological and non-pharmacological strategies for the treatment of diabetes, and the prevention of cardiovascular complications and use these to underpin decision making in diabetes care.
3. Discuss the key issues in history-taking and clinical assessment in relation to the diagnosis and ongoing management of people with diabetes and evaluate and modify care appropriately in response to such assessment.

Skills and Attributes:

Successful students will typically be able to:

1. Analyse the impact of a diagnosis of diabetes on the individual and their families and apply this to different patient scenarios.
2. Evaluate their role as a healthcare professional in encouraging patients in supported self-care and the strategies available to promote behavioural change.

Find out more . . .

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