

DME7102 Diabetes Self-Management Education in Psychosocial Context

Video assignment on Insulin Injection Guide

Submission deadline: 20th May 2023 23.59hr

Introduction

In this module, you have learnt the overall context of diabetes self-management education taking into consideration the influence of psychosocial factors on people living with diabetes. This assignment requires you to demonstrate the ability to critique and generate solutions for provision of individualized care after evaluating an insulin injection education session between a diabetes educator and a person with diabetes shown in a video-recording.

Course Learning Outcomes

Upon completion of this assignment, you should be able to:

- Demonstrate the ability to provide individualized care in educating insulin injection technique that includes assessment, interpretation and provision of intervention related to self-management behaviours within a supportive and therapeutic relationship

Instructions for Video Assignment

- Evaluate the uploaded video of a diabetes educator providing individualized education on insulin injection techniques to a patient with Type 2 Diabetes Mellitus (Video A).
- The patient is a 45-year old clerk, can communicate using basic English and is educated up to secondary school (form 5) level. He has to add a once-daily dose of a long-acting insulin at bedtime (basal insulin) to his antidiabetic regimen. While he has agreed to commence insulin, he has concerns about the pain associated with injections.
- Write a report to critique the assessment, interpretation and provision of intervention seen in the video. In your critique, discuss the areas that deserve merit recognition and areas that need improvement(s). For areas that need improvement(s), include recommendations for education components that can address the patient's insulin injection learning/skill gaps.

Your assignment should be a minimum of 2000 words and not exceed 2500 words (exclude headings, a figures and references).

- Some areas you may wish to look at are the appropriateness and adequacy of the intervention:
 - for the patient's understanding of the indication for insulin therapy, preferred language of communication, ability to participate in self-injection and psychosocial issues related to insulin therapy
 - to address the patient's insulin injection learning/skills gaps and trouble-shoot self-management issues that were present
 - to reinforce correct steps and to correct injection techniques in the patient
 - for use of supportive educational materials and adherence to FIT recommendations
 - for consideration of patient safety (avoiding needle stick injury, correct disposal of used needles, correct dosage given at correct timing, potential for hypoglycaemia and prevention)
 - for a supportive and therapeutic relationship (respect for patient autonomy and confidentiality, clear communication skills, and active learning on the part of the patient)

Assessment Rubric

This assignment contributes to 20% of your total assessments in this module.

Assessment criteria	Poor= 0-2	Fair= 3-5	Good= 6-8	Excellent= 9-11	Marks
Critique of the intervention in relation to the patient's needs and values i.e.- patient understanding of the indication for insulin therapy, preferred language of communication, ability to participate in self-injection and psychosocial issues related to insulin therapy					
Critique of the adequacy/relevance of the intervention to address the patient's learning needs i.e.- intervention addresses insulin injection learning/skills gaps, trouble-shooting of self-management issues that were present, reinforcement of correct steps, correction of injection techniques in the patient					
Critique of the use of supportive educational materials and adherence to FIT recommendations					
Critique of the intervention in relation to consideration of patient safety i.e.- avoiding needle stick injury, correct disposal of used needles, correct dosage given at correct timing, potential for hypoglycaemia and prevention					
Critique of the intervention in relation to provision of a supportive and therapeutic relationship i.e. - respect for patient autonomy and confidentiality, clear communication skills, and active learning on the part of the patient					
Total marks (upon maximum of 55 marks)					

Excellent = 9-11 marks

- The critique is thorough (includes all aspects of assessment criteria and relevant areas that deserve merit or that can be faulted), clear, rational, and relevant to the situation.
- For areas that can be faulted, the student has adequately generated solutions that are relevant.

Good = 6-8

- The critique is clear and thorough, but is at times either irrational or irrelevant to the situation.
- For areas that can be faulted, the student has generated solutions that at times are irrelevant to the situation

Fair = 3-5

- The critique is clear but lacks thoroughness, and is at times irrational and irrelevant to the situation
- For areas that can be faulted, the student has attempted to generate solutions but the solutions are irrelevant to the situation

Poor = 0-2

- The student is not thorough, unclear, irrational and irrelevant to the situation.
- For areas that can be faulted, the student has failed to generate solutions.

Comment/Feedback

Name of Assessor : _____

Signature of Assessor: _____

Date of Assessment : _____