

## **DME7102 Diabetes Self-Management Education in Psychosocial Context**

### **Video assignment on Carbohydrate and Blood Glucose Education**

**Submission deadline: 20<sup>th</sup> 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 education session on carbohydrate food and its effect on blood glucose 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 education on carbohydrate food and its effect on blood glucose 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 carbohydrate food and its effect on blood glucose to a patient with Type 2 Diabetes Mellitus (Video B).
- The patient is a 30-year old housewife, can communicate using basic English and has received secondary level education (form 5). She was recently diagnosed with Type 2 Diabetes and was advised by the doctor to eat less carbohydrates. She is very eager to manage her blood glucose levels and has now stopped eating rice and drinking carbonated beverages. She eats wholemeal bread in place of rice, and drinks barley or herbal drinks in place of carbonated beverages. Her blood glucose levels have not improved despite the dietary changes she has made and this makes her feel disappointed.
- 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 carbohydrate management learning/skill gaps.

- Your assignment should be a minimum of 2000 words and not exceed 2500 words (exclude headings, tables, figures and references).
- Some areas you may wish to look at are the appropriateness and adequacy of the intervention:
  - for the patient's literacy, prior knowledge of food and blood glucose, recognition of carbohydrate food choices, understanding of food and glucose relationship
  - for the patient's ability to participate in diabetes self-management behaviours, and psychosocial issues related to managing carbohydrates
  - for the patient's socio-cultural preferences, preferred language of communication, and disease condition/needs
  - to address the patient's carbohydrate management learning/skills gaps and troubleshoot self-management issues that were present
  - to reinforce correct concepts (e.g.- correctly recognized food, correct concept of food and blood glucose) and correction of misidentified concepts (e.g.-misidentified foods, incorrect concept of food and blood glucose)
  - for use of supportive educational materials
  - 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=<br>0-2 | Fair=<br>3-5 | Good=<br>6-8 | Excellent=<br>9-11 Marks |  |
|---|--------------|--------------|--------------|--------------------------|--|
| <b>Critique of the intervention in relation to the patient's needs and values</b><br>i.e.- patient's literacy, prior knowledge of food and blood glucose, ability to participate in diabetes self-management behaviours, psychosocial issues related to managing carbohydrates, socio-cultural preferences, preferred language of communication, and disease condition/needs  |              |              |              |                          |  |
| <b>Critique of the adequacy/relevance of the intervention to address the patient's learning needs</b><br>i.e.- intervention addresses the patient's carbohydrate management learning/skills gaps and trouble-shoot self-management issues that were present, reinforces correct concepts (e.g.- correctly recognized carbohydrate food choices/correct concept of food and blood glucose) and corrects misidentified concepts (e.g.- misidentified foods/incorrect concept of food and blood glucose) |              |              |              |                          |  |
| <b>Critique of the use of supportive educational materials</b>  |              |              |              |                          |  |
| <b>Critique of the intervention in relation to consideration of patient safety</b><br>i.e.- provision of correct nutritional information, recognizes professional boundaries of care  |              |              |              |                          |  |
| <b>Critique of the intervention in relation to provision of a supportive and therapeutic relationship</b><br>i.e. - respect for patient autonomy and confidentiality, clear communication skills, and active learning on the part of the patient  |              |              |              |                          |  |
| <b>Total marks (upon maximum of 55 marks)</b>   |              |              |              |                          |  |

### Excellent = 9-11 marks

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

### Good = 6-8 marks

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

### Fair = 3-5 marks

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

### Poor = 0-2 mark

- The critique lacks thoroughness, is unclear, irrational and irrelevant to the situation.
- For areas that can be improved, the student has failed to generate solutions.

**Comment/Feedback**

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**Name of Assessor** : \_\_\_\_\_

**Signature of Assessor:** \_\_\_\_\_

**Date of Assessment** : \_\_\_\_\_