

Diabetes Education for Health Care Providers

PLAR Candidate Guide

Prior Learning Assessment and
Recognition (PLAR)



Tomorrow
in the making.

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Saskatchewan Polytechnic

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The Diabetes Education for Health Care Providers program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

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Table of contents

Why consider a PLAR assessment?	5
What are the PLAR options?.....	5
Option A: Individual course challenge.....	5
Fees:.....	5
How many courses can be challenged through PLAR?	5
Which courses are PLAR-ready?	6
Is PLAR available at any time of the year?.....	6
Is it easier to challenge a course through PLAR or take the course?	6
Methods of assessing prior learning	7
If I live out of town, do I have to travel to a main campus to do PLAR?	7
What if I have a disability & need equity accommodations?	7
Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning? ...	7
Contact us.....	8
The PLAR process	9
Guiding principles for developing a PLAR evidence file.....	10
Types of evidence	10
How long will it take to prepare evidence for PLAR?	11
Frequently asked questions.....	11
Steps to complete a self-audit.....	12
Self-audit guide(s)	13
HLTH 162 – Understanding Diabetes	13
HLTH 163 – Managing Diabetes	16
EDUC 160 – Principles of Education.....	18
HLTH 164 – Managing Highs and Lows.....	20
HLTH 165 – Lab Component.....	22
HLTH 166 – Long-term Complications.....	24
HLTH 167 – Special Considerations	26
Appendices.....	28
Appendix A: Challenge exam blueprints	29
HLTH 162 – Understanding Diabetes.....	29
HLTH 163 – Managing Diabetes.....	30
EDUC 160 – The Principles of Education	31
HLTH 164 – Managing Highs and Lows	32
HLTH 166 – Long-term Complications	33

HLTH 167 – Special Considerations	34
Appendix B: Program booklist	35
Appendix C: Individual course assessments.....	36
HLTH 162: Case study assignment.....	36
Case Study Assignment – Rubric.....	37
HLTH 163: Lifestyle interview	38
Lifestyle Interview Assignment – Rubric.....	39
Consent Form for Lifestyle Interview	40
EDUC 160: Presentation to Group	41
Presentation to Group Assignment – Rubric	42
HLTH 164: Case Study Assignment	43
Case Study Assignment – Rubric.....	45
HLTH 165: Blood Glucose Monitoring Procedure.....	46
Consent Form for Blood Glucose Monitoring Procedure	47
HLTH 165: Ketone Testing Procedure.....	48
Consent Form for Ketone Testing Procedure	49
HLTH 165: Presentation to a High-Risk Group.....	50
Presentation to a High-Risk Group Assignment – Rubric.....	51
HLTH 166: Case Study Assignment	52
Case Study Assignment – Rubric.....	54
HLTH 167: Assignment	55

Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Diabetes Education for Health Care Providers program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student.

Option A: Individual course challenge

If you are registered with your professional association, have 2 years experience as a diabetes resource worker or the equivalent of 3000 hours recent experience in diabetes care and support, and have learned the skills and knowledge for **one or more** of the Diabetes Education for Health Care Providers program courses, you may apply to be assessed for each applicable course.

Fees:

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the [PLAR database](#) or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Diabetes Education Health Care Providers program at: 1-866-467-4278.

How many courses can be challenged through PLAR in the Diabetes Education for Health Care Providers program?

Currently we have six theory courses, and one lab component with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Diabetes Education for Health Care Providers program profile			
COURSE CODE	COURSE NAME	PLAR challenge(s) <i>available</i> through program	PLAR challenge(s) <i>not available</i>
HLTH 162	Understanding Diabetes	✓	
HLTH 163	Managing Diabetes	✓	
EDUC 160	Principles of Education	✓	
HLTH 164	Managing Highs and Lows	✓	
HLTH 165	Lab Component	✓	
HLTH 166	Long-term Complications	✓	
HLTH 167	Special Considerations	✓	
CLIN 160	Clinical Component		X

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/[counsellor](#) assigned to the Diabetes Education for Health Care Providers at: 1-866-467-4278.

Is PLAR available at any time of the year?

You can register for PLAR between September 1st and April 30th. You must have completed the requirements for PLAR for a specific course prior to the first week of June so that the assessment can be completed by the end of June. **The deadline for applying for PLAR is June 1st.**

Is it *easier* to challenge a course through PLAR or take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual's learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- standardized tests
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- performance videotapes and/or audiotapes
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

If I live out of town, do I have to travel to a main campus to do PLAR?

There may be times that you will need to meet with the program faculty on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic Web site:
<http://saskpolytech.ca/student-services/support/counselling-services.aspx>

Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?

Transfer Credit

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at:
<http://saskpolytech.ca/admissions/resources/transfer-credit.aspx>

It is the student's responsibility to check with [Registration Services](#) for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a [Saskatchewan Polytechnic educational counsellor](#).

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

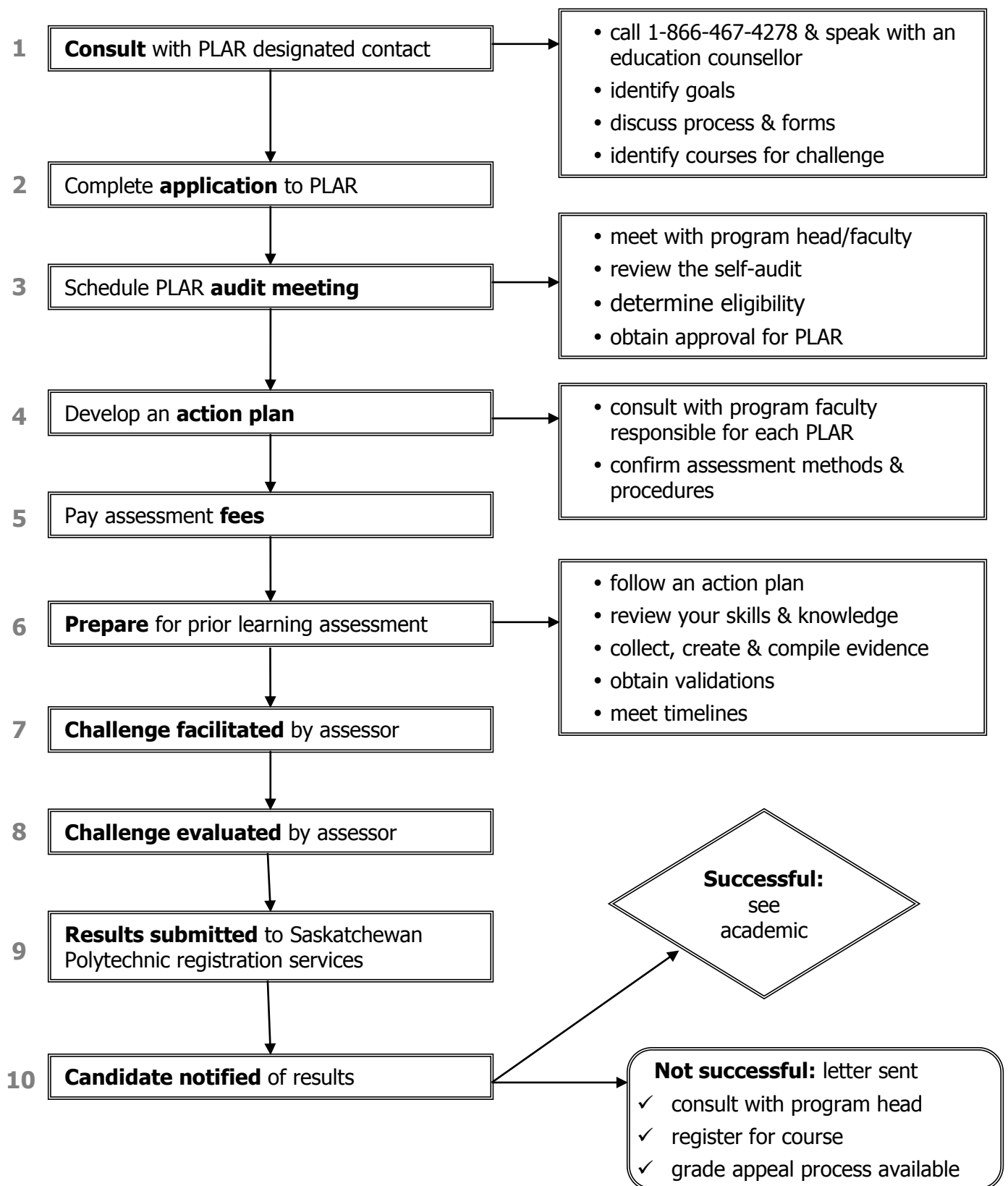
Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
pallisercounselling@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
woodlandcounselling@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
waskanacounselling@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
kelseycounselling@saskpolytech.ca

Prior Learning Assessment and Recognition process



Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
 - It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current: You must have **2 years experience in the role as a diabetes resource worker or the equivalent of 3000 hours recent experience** in diabetes care and support.
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your Diabetes Education for Health Care Providers faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- Letter(s) of validation from employer or direct supervisor.
- Course outlines and content descriptions from non-credited training sessions.
- Copies of transcripts recording your academic education.
- Performance appraisals
- Resume
- Training records
- Certifications
- Detailed course outlines and content descriptions from industry-based non-credit courses, training institutions or workshops.
- A report highlighting skills and accomplishments that demonstrates how you have accomplished the stated learning outcomes.
- Special awards
- Work samples, i.e. word processing documents

All documents that are submitted to Saskatchewan Polytechnic may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Frequently asked questions

Can I PLAR the Clinical Component?

No, CLIN 160 is not available for PLAR.

How long do I have to complete the required assessments, e.g. assignments and exams?

You must submit the required assignments and write the challenge exam within 5 weeks from the time you register to PLAR a course.

What if I want to review some of the materials related to the course before I take the PLAR challenge?

All the texts and course manuals are available for purchase through the Saskatchewan Polytechnic Wascana Campus bookstore. You can borrow textbooks through the library once you have registered to PLAR a specific course. A current booklist can be found after the exam blueprint section of this manual.

What happens if I am not successful at a PLAR challenge? Can I repeat the challenge?

If you do not receive credit through the PLAR process you are required to take the course.

What do I do once I have completed all of the PLAR challenges?

Once you have successfully completed all of the theory courses and the lab component, you can register for CLIN 160, Clinical Component.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

Mastery:	I am able to demonstrate the learning outcome well enough to teach it to someone else.
Competent:	I can work independently to apply the learning outcome.
Functional:	I need some assistance in using the outcome.
Learning:	I am developing skills and knowledge for this area.
None:	I have no experience with the outcome.

Learning outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
 - How do I currently use this outcome?
 - What previous training have I had in this outcome: workshops, courses, on-the-job?
 - What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.
5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.

Self-audit guide(s)

HLTH 162 – Understanding Diabetes

The course provides an introduction to diabetes. You will study the basic features of diabetes, diabetes management, and diabetes prevention. You will learn what happens in the body when diabetes develops, the different types of diabetes, risk factors and how diabetes can be prevented.

Credit unit(s): 4.0

HLTH 162 – Understanding Diabetes Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain diabetes to client(s), family and/or groups.					
▪ Describe how the normal pancreas works					
▪ Describe diabetes					
▪ List the signs and symptoms of diabetes					
▪ List the risk factors for developing diabetes					
2. Recognize types of diabetes.					
▪ Describe the types of diabetes					
▪ Describe insulin resistance					
▪ Describe the “metabolic syndrome”					
▪ Describe the “thrifty gene” theory					
3. Identify diabetes management plan.					
▪ List the important tools used in diabetes management					
▪ Describe the role of diabetes pills (oral agents) and insulin					
▪ Explain why ongoing diabetes care is important					
4. Recognize diabetes myths.					
▪ Describe the phrase “common diabetes myths”					
▪ Discuss the effect myths can have on diabetes management					
5. Recognize clinical practice guidelines.					
▪ Describe Canada’s Clinical Practice Guidelines					
6. Recognize that diabetes care involves a partnership between client(s) and Diabetes Health Care (DHC) Team.					

HLTH 162 – Understanding Diabetes Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Identify the key players on the DHC 					
<ul style="list-style-type: none"> Describe the role of the diabetes health care provider on the DHC Team 					
7. Recognize the importance of diabetes prevention.					
<ul style="list-style-type: none"> Describe primary prevention 					
<ul style="list-style-type: none"> Identify who is at risk for developing diabetes 					
<ul style="list-style-type: none"> Identify who should be screened for diabetes 					
8. Promote diabetes prevention by teaching/reinforcing importance of healthy living.					
<ul style="list-style-type: none"> Identify the modifiable risk factors for diabetes 					
<ul style="list-style-type: none"> Describe how a balanced lifestyle helps prevent diabetes 					
<ul style="list-style-type: none"> Identify who needs to learn about diabetes prevention 					
<ul style="list-style-type: none"> Describe how to teach risk prevention to different age groups 					
<ul style="list-style-type: none"> Describe how to develop a diabetes prevention/health promotion teaching plan 					
9. Recognize benefits of health promotion strategies.					
<ul style="list-style-type: none"> Identify the role of the community in health promotion and diabetes prevention 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

- Certificate from a credited program, course or industry workshop/training with outcomes that encompass the learning outcomes of this course.
- Letter(s) of validation from employer or direct supervisor.
- Course outlines and content descriptions from non-credited training sessions.
- Copies of transcripts recording your academic education.

2. Assignment

- Case study written assignment; related to risk factors and lifestyle for someone living with diabetes. This assignment must be successfully completed before writing the final exam.
- See [Appendix C for individual course assignments.](#)

3. Challenge exam

Online multiple choice. Refer to [Appendix A for exam blueprints](#).

Resources

Canadian Diabetes Association resources including topics on diabetes facts, types of diabetes, the prevalence of diabetes. To access go to <http://www.diabetes.ca> and click on "Diabetes and You".

Refer to [Appendix B](#) for program booklist.

HLTH 163 – Managing Diabetes

You will learn the five important parts of diabetes management and ways to promote and reinforce the importance of a healthy lifestyle. The course content includes the basic actions of oral medications and insulin, their side effects and what to do about them. You will also learn how to address cultural traditions and differences.

Credit unit(s): 3.0

Prerequisite(s): HLTH 162, minimum grade of 60

HLTH 163 – Managing Diabetes Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Promote healthy nutrition.					
▪ Identify components of a healthy meal plan					
▪ Describe the role of carbohydrate foods					
▪ Describe the role of proteins, fats and sweeteners in diabetes meal planning					
▪ Describe the role of weight management in diabetes care					
▪ Identify special nutrition needs					
2. Promote regular physical activity.					
▪ Describe the overall benefits of regular physical activity					
▪ Define “aerobic” activity					
▪ Discuss reasons for inactivity					
3. Recognize need to individualize activity.					
▪ Describe the role of physical activity in diabetes management					
▪ Explain why the activity plan needs to be individualized					
4. Reinforce proper use of medications.					
▪ Identify medications used in diabetes care					
▪ Recognize potential side effects of oral agents and insulin					
▪ Identify situations when oral agents and insulin are omitted					
5. Recognize cultural traditions and differences among Aboriginal peoples and other high-risk ethnic groups.					
▪ Recognize the importance of cultural awareness					
▪ Identify how cultural traditions and language differences affect management					
▪ Describe the wholistic/holistic approach to health in diabetes care					

HLTH 163 – Managing Diabetes		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
6. Recognize psychosocial issues related to living with chronic illness.						
▪ Recognize the psychological impact of diabetes						
▪ Recognize the role of the family in diabetes care and management						

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

- Certificate from a credited program, course or industry workshop/training with outcomes that encompass the learning outcomes of this course.
- Letter(s) of validation from employer or direct supervisor.
- Course outlines and content descriptions from non-credited training sessions.
- Copies of transcripts recording your academic education.

2. Written assignment

- Lifestyle interview – perform an interview with an individual about one area of their life he/she could make improvements for healthier living. This assignment must be successfully completed prior to writing the exam.
- See [Appendix C for individual course assignments](#).

3. Challenge exam

- Online multiple choice. Minimum grade of 60 required to pass.
- See [Appendix A for challenge exam blueprint](#).

Resources

Eating Well with Canada’s Food Guide at <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

Canada’s Physical Activity Guidelines at <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

Canadian Diabetes Association resources including topics focusing on living with diabetes. To access go to <http://www.diabetes.ca> and click on “Diabetes and You”.

Refer to [Appendix B](#) for program booklist.

EDUC 160 – Principles of Education

Education in diabetes care is an essential part of the management plan. Course content includes the basic goal of education and the role of self-management in diabetes care. You will review the principles of good communication and how to assess your clients’ readiness to learn. You will be introduced to the stages of behaviour change that help guide the education process.

Credit unit(s): 3.0

Prerequisite(s): HLTH 163, minimum grade of 60

EDUC 160 – Principles of Education Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Practice good communication to enhance client/DHC team partnership.					
▪ Identify the key components of good communication					
▪ Describe the importance of effective listening and attending behaviour in good communication					
▪ Describe the role of empathy, respect and genuineness in effective communication					
▪ Communicate effectively when reporting and referring					
▪ Describe how “word” choice influences diabetes care					
2. Assess how client learns best.					
▪ Describe the teaching-learning process					
▪ Describe the different ways that adults learn					
▪ Identify the factors that affect learning					
▪ List the stages of behaviour change					
▪ Describe how teaching is individualized					
3. Promote healthy self-care practices.					
▪ Define “self-care” in diabetes management					
▪ Describe the role of the client in self-care management					
▪ Describe the role of the health care worker in self-care management					
▪ Identify the barriers to supporting the client’s self-care plan					
4. Use basic teaching principles when talking to groups.					
▪ Identify practical teaching tips					
▪ Describe how to do presentation evaluations					
5. Produce/prepare appropriate resources.					

EDUC 160 – Principles of Education		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
▪ Identify appropriate resources						
▪ Describe teaching techniques						
▪ Describe how to prepare resources for a talk or presentation						
6. Recognize importance of lifelong learning.						
▪ Explain why lifelong learning is important						
▪ Identify ways to enhance lifelong learning						

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

- Letter(s) of validation from employer or direct supervisor.
- Certificate from a credited program, course or industry workshop/training with outcomes that encompass the learning outcomes of this course.
- Course outlines and content descriptions from non-credited training sessions.
- Copies of transcripts recording your academic education.

2. Written assignment

- Presentation assignment. This assignment involves developing a presentation plan for talking to a group about primary prevention of diabetes. This assignment must be successfully completed prior to writing the exam.
- See [Appendix C for individual course assignments](#).

3. Challenge exam

- Online multiple choice. Minimum grade of 60 required to pass.
- See [Appendix A for challenge exam blueprint](#).

Resources

Refer to [Appendix B](#) for program booklist.

HLTH 164 – Managing Highs and Lows

You will learn how to manage and prevent the two acute complications of diabetes: **hypoglycaemia** and **hyperglycemia**. You will be introduced to the tools used to monitor for changes in blood glucose, how to use them and what to do with the results. You will also learn how to document and report your findings.

Credit unit(s): 4.0

Prerequisite(s): EDUC 160, minimum grade of 60

HLTH 164 – Managing Highs and Lows Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Perform blood glucose monitoring.					
▪ Describe blood glucose monitoring					
▪ Describe target blood glucose					
▪ Demonstrate the blood glucose monitoring procedure					
▪ Describe how to trouble shoot for meter problems					
2. Recognize Hypoglycemia.					
▪ Describe hypoglycemia					
▪ Identify the causes of hypoglycemia					
▪ Describe how to prevent hypoglycemia					
3. Identify how Hypoglycemia is managed.					
▪ List the steps for treating hypoglycemia					
▪ Describe role of monitoring in preventing and detecting hypoglycemia					
4. Reinforce how to prevent and manage Hypoglycemia.					
▪ Identify the care provider’s role in hypoglycemia management					
▪ Reinforce how to prevent and manage hypoglycemia					
5. Recognize Hyperglycemia.					
▪ Describe hyperglycemia					
▪ Describe how to prevent hyperglycemia					
▪ Describe acute hyperglycemia conditions					
6. Identify how Hyperglycemia is managed.					
▪ Describe how to manage hyperglycemia					
7. Reinforce how to prevent and manage Hyperglycemia.					

HLTH 164 – Managing Highs and Lows		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
<ul style="list-style-type: none"> Identify the care provider role in hyperglycemia management 						
<ul style="list-style-type: none"> Reinforce how to prevent and manage hyperglycemia 						
8. Perform Ketone test.						
<ul style="list-style-type: none"> Describe ketone testing 						
<ul style="list-style-type: none"> Demonstrate the ketone testing procedure 						

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

- Certificate/letter from employer verifying adequate performance of “Blood Glucose Monitoring Procedure” and of “Ketone Testing Procedure” in work setting, *and/or*:
 - Letter(s) of validation from employer or direct supervisor.
 - Certificate from a credited program, course or industry workshop/training with outcomes that encompass the learning outcomes of this course.
 - Course outlines and content descriptions from non-credited training sessions.
 - Copies of transcripts recording your academic education.

2. Written assignment

- This involves reviewing two case studies and answering the questions related to the clients’ situation and your assessment. This assignment must be successfully completed prior to writing the exam.
- See [Appendix C for individual course assignments](#).

3. Challenge exam

- Online multiple choice. Minimum grade of 60 required to pass.
- See [Appendix A for challenge exam blueprint](#).

Resources

Canadian Diabetes Association Fact Sheets/Resources including topics focusing on living with diabetes and day-to-day management. To access go to <http://www.diabetes.ca> and click on “Diabetes and You”.

Refer to [Appendix B](#) for program booklist.

HLTH 165 – Lab Component

You will discuss the role of community development in diabetes prevention and management. You will review the 5 stages of the Behavioural Change Model. You will practice basic teaching principles and procedures for blood glucose monitoring and ketone testing. You will be required to redemonstrate these procedures accurately prior to being certified to perform them with clients

Credit unit(s): 1.0

Prerequisite(s): HLTH 162, 163, 164 and EDUC 160. Pass is based on full participation.

HLTH 165 – Lab Component Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Discuss the role of community development in diabetes prevention.					
<ul style="list-style-type: none"> ▪ Review community development principles 					
<ul style="list-style-type: none"> ▪ Review the link between community development and building caring communities 					
2. Discuss the Stages of Behavioural Change Model and its role in diabetes prevention, care and management.					
<ul style="list-style-type: none"> ▪ Review the factors that affect learning 					
<ul style="list-style-type: none"> ▪ Review the stages of behaviour change 					
<ul style="list-style-type: none"> ▪ State the pros and cons of behaviour change 					
<ul style="list-style-type: none"> ▪ State how to write a small behaviour change plan 					
3. Use basic teaching principles when presenting to small groups.					
<ul style="list-style-type: none"> ▪ Identify teaching tips for giving talks to groups 					
<ul style="list-style-type: none"> ▪ Describe how to prepare to give a presentation or talk 					
<ul style="list-style-type: none"> ▪ Identify the resources needed to give a group presentation 					
<ul style="list-style-type: none"> ▪ Describe how to do an evaluation of a presentation 					
<ul style="list-style-type: none"> ▪ Use basic teaching principles to present a talk 					
4. Describe the systems approach to client safety.					
<ul style="list-style-type: none"> ▪ Describe the key aspects of client/patient safety 					
<ul style="list-style-type: none"> ▪ Describe systems approach to patient safety 					
<ul style="list-style-type: none"> ▪ Describe role of basic health care provider in systems approach to client safety 					
5. Perform blood glucose monitoring procedure.					
<ul style="list-style-type: none"> ▪ Review important aspects of blood glucose monitoring 					

HLTH 165 – Lab Component					
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
▪ Review target blood glucose					
▪ Demonstrate the blood glucose monitoring procedure					
▪ Describe how to trouble shoot for meter problems					
6. Perform Ketone testing procedure.					
▪ Describe ketone testing					
▪ Demonstrate the ketone testing procedure					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

- Successful completion of HLTH 162, HLTH 163, EDUC 160 *and/or*:
- Certificate/letter of validation from employer or direct supervisor verifying adequate performance of “Blood Glucose Monitoring Procedure” and of “Ketone Testing Procedure” in work setting, *and/or*:
 - Certificate from a credited program, course or industry workshop/training with outcomes that encompass the learning outcomes of this course.
 - Course outlines and content descriptions from non-credited training sessions.
 - Copies of transcripts recording your academic education.

2. Written assignment

- Develop a presentation for talking to a high-risk group about diabetes prevention (i.e. primary prevention of diabetes).
- See [Appendix C for individual course assessments](#).

Resources

Refer to [Appendix B](#) for program booklist.

HLTH 166 – Long-term Complications

Your studies will focus on the diabetes complications that can be prevented or delayed. You will be introduced to the different tools used to monitor diabetes status and identify how they help in preventing complications. You will learn the importance of good foot and skin care, how to assess for changes, and how to teach clients good foot care practices.

Credit unit(s): 3.0

Prerequisite(s): HLTH 164, minimum grade of 60%

HLTH 166 – Long-term Complications Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Identify long-term complications.					
▪ List the long-term complications of diabetes					
▪ Describe the effects of long-term complications					
2. Reinforce healthy diabetes self-management practices.					
▪ Describe importance of preventing complications					
▪ Review why healthy eating and physical activity help to prevent complications					
▪ Describe importance of good oral hygiene					
▪ Describe effects of cigarette smoking and the benefits of quitting					
▪ Describe short-term and long-term effects of alcohol					
▪ Describe how to manage stress					
3. Reinforce regular monitoring of diabetes.					
▪ Explain why routine screening for complications is important					
▪ Identify the tools used to assess and screen for diabetes complications					
▪ Identify the benefit of HbA1C test					
▪ Explain why blood fats (i.e. lipid levels) need to be checked regularly					
▪ Explain why monitoring BP is important.					
▪ Identify how eyes and kidneys are screened for diabetes complications					
▪ Identify how dental problems are detected					
4. Assess feet.					
▪ Describe how to assess feet					
▪ Identify how to screen for foot problems					

HLTH 166 – Long-term Complications					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
▪ Demonstrate the monofilament testing procedure					
5. Teach client basic principles of proper foot care.					
▪ Describe how to care for feet					
6. Support client in accessing services.					
▪ Describe primary health care					
▪ Identify ways care providers can support clients to access health care					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

- Letter(s) of validation from employer or direct supervisor.
- Certificate from a credited program, course or industry workshop/training with outcomes that encompass the learning outcomes of this course.
- Course outlines and content descriptions from non-credited training sessions.
- Copies of transcripts recording your academic education.

2. Written assignment

- **Long-term Complications case study written assignment:** This assignment involves reading a case study related to long term complications of diabetes and answering questions associated with it. This assignment must be successfully completed prior to writing the exam.
- See [Appendix C for individual course assignments](#).

3. Challenge exam

- Multiple choice (online). Minimum grade of 60 required to pass.
- See [Appendix A for challenge exam blueprint](#).

Resources

Canadian Diabetes Association Fact Sheets/Resources including topics focusing on diabetes complication. To access go to <http://www.diabetes.ca> and click on "Diabetes and You".

Refer to [Appendix B](#) for program booklist.

HLTH 167 – Special Considerations

You will examine situations that can affect the day-to-day management of diabetes. You will learn how to assess and care for clients with an acute illness. You will also learn why pre-planning for events like feasts, travel, sick days, or surgery help to enhance self-care.

Credit unit(s): 3.0

Prerequisite(s): HLTH 166, minimum grade of 60%

HLTH 167 – Special Considerations Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Recognize how different situations affect diabetes management.					
<ul style="list-style-type: none"> ▪ List situations that may affect management 					
<ul style="list-style-type: none"> ▪ Describe how special events and celebrations are managed 					
<ul style="list-style-type: none"> ▪ Describe how shift work affects management 					
<ul style="list-style-type: none"> ▪ Explain why pre-planning for travel is important 					
<ul style="list-style-type: none"> ▪ Identify needs and concerns when hospitalized 					
2. Identify management needs of children and adolescents.					
<ul style="list-style-type: none"> ▪ Identify types of diabetes seen in children and adolescents 					
<ul style="list-style-type: none"> ▪ Describe how diabetes affects growth and development 					
<ul style="list-style-type: none"> ▪ Identify management considerations of children and adolescents 					
3. Identify special considerations of women with diabetes.					
<ul style="list-style-type: none"> ▪ Describe how diabetes affects females throughout life 					
<ul style="list-style-type: none"> ▪ Describe gestational diabetes and how it is managed 					
<ul style="list-style-type: none"> ▪ Describe how women with diabetes can stay healthy in their senior years 					
4. Identify special considerations of older adults with diabetes.					
<ul style="list-style-type: none"> ▪ Define the term older adult 					
<ul style="list-style-type: none"> ▪ Describe the effects of aging on diabetes and diabetes management 					
<ul style="list-style-type: none"> ▪ Describe how to support older adult clients who experience age-related changes 					
<ul style="list-style-type: none"> ▪ Explain why blood glucose targets are higher in older adults 					
5. Demonstrate sensitivity to cultural differences and beliefs of First Nations, Métis, Inuit, and other peoples.					
<ul style="list-style-type: none"> ▪ Explain why respecting cultural differences and beliefs is important 					

HLTH 167 – Special Considerations					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
▪ Describe different cultural beliefs about health and diabetes					
▪ Explain why learning about clients’ customs and cultural practices is important					
6. Provide care for client with a brief illness and/or infection.					
▪ Describe how physical illness affects diabetes management					
▪ List the essential components of sick-day management					
▪ Describe the care providers’ role in preventing illness and infections					
▪ Identify how to assess for signs of illness and/or infection					
▪ Describe how to reinforce sick-day guidelines					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

- Letter(s) of validation from employer or direct supervisor.
- Certificate from a credited program, course or industry workshop/training with outcomes that encompass the learning outcomes of this course

2. Written assignment

- Written discussion of how shift work, special occasions and travel can affect diabetes management.
- Written discussion about why it is important to respect the cultural differences and beliefs of clients living with diabetes.
- See [Appendix C for individual course assignments.](#)

3. Challenge exam

- Multiple choice (online). Minimum grade of 60 required to pass.
- See [Appendix A for challenge exam blueprint.](#)

Resources

Canadian Diabetes Association fact sheets/resources.

Refer to [Appendix B](#) for program booklist.

Diabetes Education for Health Care Providers

Appendices

Appendix A: Challenge exam blueprints

HLTH 162 – Understanding Diabetes

Learning outcome/objective	Number of questions
1. Describe how the normal pancreas works	3
2. Describe diabetes	4
3. List the signs and symptoms of diabetes	3
4. List the risk factors for developing diabetes	3
5. Describe the types of diabetes	4
6. Describe insulin resistance	3
7. Describe the “metabolic syndrome”	2
8. Describe the “thrifty gene theory”	1
9. List the important tools used in diabetes management	4
10. Describe the role of diabetes pills (oral agents) and insulin	2
11. Explain why ongoing diabetes care is important	3
12. Describe the phrase “common diabetes myths”	1
13. Discuss the effect myths can have on diabetes management	1
14. Describe Canada’s clinical practice guidelines (CPG)	2
15. Identify the key players on the diabetes health care team	3
16. Describe the role of the basic health care provider on the Diabetes health care team	0
17. Describe primary prevention	4
18. Identify who is at risk for developing diabetes	3
19. Identify who should be screened for diabetes	2
20. Identify the modifiable risk factors for diabetes	4
21. Describe how a balanced lifestyle helps prevent diabetes	3
22. Identify who needs to learn about diabetes prevention	2
23. Describe how to teach risk prevention to different age groups	2
24. Describe how to develop a diabetes prevention/health promotion teaching plan	1
25. Identify the role of the community in health promotion and diabetes prevention	5
Total	65

HLTH 163 – Managing Diabetes

Learning outcome/objective	Number of questions
1. Identify components of a healthy meal plan.	6
2. Describe the role of carbohydrate foods	6
3. Describe the role of proteins, fats and sweeteners in diabetes meal planning	3
4. Describe the role of weight management in diabetes care	3
5. Identify special nutrition needs	3
6. Describe the overall benefits of regular physical activity	6
7. Define “aerobic” activity	3
8. Discuss reasons for inactivity	1
9. Describe the role of physical activity in diabetes management	4
10. Explain why the activity plan needs to be individualized	5
11. Identify medications used in diabetes care	5
12. Recognize potential side effects of oral agents and insulin	3
13. Identify situations when oral agents and insulin are omitted	1
14. Recognize the importance of cultural awareness	2
15. Identify how cultural traditions and language differences affect management	2
16. Describe the wholistic/holistic approach to health in diabetes care	3
17. Recognize the psychological impact of diabetes	4
18. Recognize the role of the family in diabetes care and management	0
Total	60

EDUC 160 – The Principles of Education

Learning outcome/objective	Number of questions
1. Identify the key components of good communication	2
2. Describe the importance of effective listening and attending behavior in good communication	5
3. Describe the role of empathy, respect and genuineness in effective communication	4
4. Communicate effectively when reporting and referring	6
5. Describe how “word” choice influences diabetes care	2
6. Describe the teaching-learning process	2
7. Describe the different ways that adults learn	4
8. Identify the factors that affect learning	4
9. List the stages of behaviour change	4
10. Describe how teaching is individualized	2
11. Define “self-care” in diabetes management	2
12. Describe the role of the client in self-care management	3
13. Describe the role of the health care worker in self-care management	3
14. Identify the barriers to supporting the client’s self-care plan	3
15. Identify practical teaching tips	3
16. Describe how to do presentation evaluations	2
17. Identify appropriate resources	2
18. Describe teaching techniques	3
19. Describe how to prepare resources for a talk or presentation	2
20. Explain why lifelong learning is important	2
Total	60

HLTH 164 – Managing Highs and Lows

Learning outcome/objective	Number of questions
1. Describe blood glucose monitoring	3
2. Describe target blood glucose	5
3. Demonstrate the blood glucose monitoring procedure	4
4. Describe how to troubleshoot for meter problems	2
5. Describe hypoglycaemia	6
6. Identify the causes of hypoglycaemia	3
7. Describe how to prevent hypoglycaemia	4
8. List the steps for treating hypoglycaemia	3
9. Describe role of monitoring in preventing and detecting hypoglycemia	2
10. Identify the care provider's role in hypoglycemia management	6
11. Reinforce how to prevent and manage hypoglycaemia	0
12. Describe hyperglycemia	6
13. Describe how to prevent hyperglycemia	3
14. Describe acute hyperglycemia conditions	3
15. Describe how to manage hyperglycemia	3
16. Identify the care provider's role in hyperglycemia management	3
17. Reinforce how to prevent and manage hyperglycemia	0
18. Describe ketone testing	2
19. Demonstrate the ketone testing procedure	2
Total	60

HLTH 166 – Long-term Complications

Learning outcome/objective	Number of questions
1. List the long-term complications of diabetes	2
2. Describe the effects of long-term complications	7
3. Describe importance of preventing complications	2
4. Review why healthy eating and physical activity help to prevent complications	5
5. Describe importance of good oral hygiene	5
6. Describe effects of cigarette smoking and the benefits of quitting	3
7. Describe short-term and long-term effects of alcohol	2
8. Describe how to manage stress	4
9. Explain why routine screening for complications is important	3
10. Identify the tools used to assess and screen for diabetes complications	1
11. Identify the benefit of the HbA1c test	2
12. Explain why blood fats (i.e., lipid levels) need to be checked regularly	3
13. Explain why monitoring BP is important	2
14. Identify how eyes and kidneys are screened for diabetes complications	2
15. Identify how dental problems are detected	1
16. Describe how to assess feet	3
17. Identify how to screen for foot problems	3
18. Demonstrate the monofilament testing procedure	2
19. Describe how to care for feet	4
20. Describe primary health care	2
21. Identify ways care providers can support clients to access health care	2
Total	60

HLTH 167 – Special Considerations

Learning outcome/objective	Number of questions
1. List situations that may affect management	2
2. Describe how special events and celebrations are managed	6
3. Describe how shift work affects management	1
4. Explain why pre-planning for travel is important	1
5. Identify needs and concerns when hospitalized	1
6. Identify types of diabetes seen in children and adolescents	5
7. Describe how diabetes affects growth and development	5
8. Identify management considerations of children and adolescents	2
9. Describe how diabetes affects females throughout life	4
10. Describe gestational diabetes and how it is managed	3
11. Describe how women with diabetes can stay healthy in their senior years	1
12. Define the term older adult	2
13. Describe the effects of aging on diabetes and diabetes management	2
14. Describe how to support older adult clients who experience age-related changes	3
15. Explain why blood glucose targets are higher in older adults	2
16. Explain why respecting cultural differences and beliefs is important	3
17. Describe different cultural beliefs about health and diabetes	3
18. Explain why learning about clients' customs and cultural practices is important	2
19. Describe how physical illness affects diabetes management	2
20. List the essential components of sick-day management	2
21. Describe the care provider's role in preventing illness and infections	5
22. Identify how to assess for signs of illness and/or infection	6
23. Describe how to reinforce sick-day guidelines	2
Total	65

Appendix B: Basic Diabetes Education for Health Care Providers program booklist



Diabetes Education for Health Care Providers program booklist: 2011-2012

Text
Rosenthal, Sara M., <i>The Canadian Type 2 Diabetes Sourcebook</i> , 3 rd Ed. (2009), John Wiley & Sons Ltd. Mississauga, Ontario.*
Course manuals and coursepack *
HLTH 162 Understanding Diabetes - course manual and coursepack *
HLTH 163 Managing Diabetes - course manual and coursepack *
EDUC 160 Principles of Education - course manual and coursepack *
HLTH 164 Managing Highs & - course manual and coursepack *
HLTH 165 Lab Manual (wrapped with HLTH 164) *
HLTH 166 Long-term Complications - course manual and coursepack *
HLTH 167 Special Considerations - course manual and coursepack *
CLIN 160 Clinical Manual (wrapped with HLTH 167) *

* For current prices, visit the Regina Campus online bookstore at <http://saskpolytech.ca/student-services/academic/bookstores.aspx>

Ordering course material:

Once you are enrolled in the program and have your Saskatchewan Polytechnic student ID #, you can order course materials online or by phoning the bookstore order processing centre. To order course material before you are enrolled, contact the Regina Campus bookstore in Regina directly.

Online: <http://saskpolytech.ca/student-services/academic/bookstores.aspx>
Bookstore order processing centre: 1-866-569-8398
Regina Campus bookstore: 4500 Wascana Parkway, Regina 775-7755
or toll free 1-866-467-4278

*** Call ahead to confirm bookstore hours and to ensure material is available ***

Appendix C: Individual course assessments

Diabetes Education for Health Care Providers program HLTH 162 – Understanding Diabetes **Case study assignment**

Name: _____ Date: _____

Mark: _____ Pass/Fail

Directions

Read the case study below. Consider the information provided about the client and answer the questions related to the client's situation and needs as listed.

Case study situation:

Betty, a 73 year old Aboriginal woman, is overweight and physically inactive. She was recently diagnosed with Impaired Glucose Tolerance and high blood pressure. She has two sisters and a son with type 2 diabetes. Her doctor started her on high blood pressure pills. He also referred Betty to see a team of diabetes educators for lifestyle education.

Betty lives alone in her own home on a limited budget. She cares for 3 of her grandchildren five days a week. She manages most of her activities of daily living and her household chores, but finds it difficult some days because of her arthritis. Betty used to walk two blocks every day, and had to stop when her knees started giving out. Betty does not enjoy reading, and spends most of her free time watching television. She cannot drive and calls on her family to drive her places, but she does not like to bother them too often. Betty worries that the costs of a healthier lifestyle and the blood pressure pills will be more than she can afford?

Questions:

Complete your assignment by typing your answers on a separate paper. Be sure to number each answer clearly. Use double spacing.

1. Identify Betty's risk factors for diabetes.
2. Discuss why Betty's doctor referred her for lifestyle education. Include the lifestyle changes you identify Betty should make and state why.
3. Identify the health care professionals Betty could speak with to address her questions about her health concerns. State how they could help Betty.
4. Identify the barriers Betty faces that could interfere with her ability to change her lifestyle.
5. Identify what you think could be done to reduce Betty's barriers? Discuss why

HLTH 162: Case study assignment

Rubric

- Exemplary:** Assignment goes beyond the requirements, has no errors or omissions. Can be used as an example for others. (90-100%: 22.5-25 marks)
- Excellent:** Assignment meets all requirements with some errors or omissions, and/or may require some elaboration. (74-89%: 18.5-22 marks)
- Satisfactory:** Assignment has many errors or omissions, and/or requires elaboration but meets minimum requirements. (60-74%): 15-18 marks)
- Unacceptable:** Assignment does not meet requirements. (<60%: 0-14 marks)

Marking criteria	Mark	Comments
Report identifies Betty's risk factors for diabetes. (5 marks)		
Report discusses why Betty's doctor referred her for lifestyle education, discusses the lifestyle changes you identify Betty should make and explains why. (7 marks)		
Report identifies the health care professionals Betty could speak with to address her questions about her health concerns and discusses how they could help Betty. (5 marks)		
Identifies the barriers Betty faces that could interfere with her ability to change her lifestyle, discusses what you think could be done to reduce these barriers and explains why (8 marks)		
Total		

Diabetes Education for Health Care Providers program

HLTH 163 – Managing Diabetes

Lifestyle interview

Name: _____ Date: _____

Mark: _____ Pass/Fail (Pass mark 60%)

Directions:

Interview someone you know, for example, a friend or relative. Conduct a short lifestyle interview. Ask your interview subject to choose one area of their lifestyle they could make improvements to for healthier living. In your interview, ask at least 3 or 4 questions about each of the following topics:

- Why your subject chose that area.
- Why it is important to your subject.
- What difficulties/challenges your subject faces in making the change.
- What the stressors or barriers are that affect your subject's ability to make the change.
- What your subject thinks are "doable" changes.

Based on the information gathered from the interview, submit a 3-4 page typed report using essay format, double spaced. Your report must include the following information:

1. A summary of why your subject chose the specific lifestyle issues to improve. Include sample questions you used for the interview. **(8 marks)**
2. Identify and describe the challenges or difficulties and barriers your subject faces in making the change(s). **(10 marks)**
3. Discuss the steps that your subject could take as he/she strives to make the change(s). **(8 marks)**
4. Correct spelling, grammar and clearly communicated thoughts. **(4 marks)**

Note: Separate each area with a new sub-title.

**A signed consent form must accompany this assignment.
If a signed consent is not included a grade of 0% will be given.**

HLTH 163 –Lifestyle Interview Assignment

Rubric

- Exemplary:** Assignment goes beyond the requirements, has no errors or omissions. Can be used as an example for others. (90-100%: 27-30 marks)
- Excellent:** Assignment meets all requirements with some errors or omissions, and/or may require some elaboration. (75-89%: 22.5-26.5 marks)
- Satisfactory:** Assignment has many errors or omissions, and/or requires elaboration but meets minimum requirements. (60-74%): 28-22 marks)
- Unacceptable:** Assignment does not meet requirements. (<60%: 0-17 marks)

Marking criteria	Mark	Comments
Report summarizes the reasons why your subject chose the specific lifestyle issues to improve and includes sample questions you used for the interview. (8 marks)		
Report identifies and describes the challenges and/or barriers your subject faced when making the lifestyle changes. (10 marks)		
Report discusses the steps your interview subject takes as he/she strives to make the changes and explains why. (8 marks)		
Report is 3-4 pages, double-spaced, uses correct spelling, grammar and clearly communicated thoughts. (4 marks).		
Report includes a signed consent form. If a signed consent is not included a grade of 0% will be given		
Total		

HLTH 163: Consent Form for Lifestyle Interview

Before you begin your interview, determine that your client understands the wording of the consent sheet. Have your client sign and date the consent form and attach it to the back of your assignment.

I, *(please print name)* _____ give consent for the Saskatchewan Polytechnic Diabetes Education for Health Care Providers Program student named here *(please print student name)* _____ to conduct an interview on me concerning my learning needs about diabetes. I understand that only my initials will be used and that the data I give the above-named student will be written down and submitted to a Saskatchewan Polytechnic Diabetes Education for Health Care Providers program faculty member who will read the assignment and assign a mark to the student. I understand that the interview data will be used for educational purposes only.

Signature of client

Date

Signature of student

Date

Diabetes Education for Health Care Providers program

EDUC 160 – Principles of Education

Presentation to Group

Name: _____ Date: _____

Mark: _____ Pass/Fail (Pass mark 60%)

Directions:

Develop a presentation plan for talking to a group about diabetes prevention, i.e. primary prevention of diabetes. The assignment must be typed, double spaced and include:

- A One – two page outline of your presentation plan. (10 marks)
- A two – four page summary of the main points of your presentation. (15 marks) This piece must include an opening paragraph, an overview of the content of your presentation, a closing paragraph and how you intend to evaluate the presentation. Include information that raises awareness of diabetes, its risk factors, and the value of healthy lifestyle practices for preventing diabetes in your summary.
- Ensure correct spelling and grammar. (5 marks)
- Tip – Examples of a target audience could be a classroom of elementary school children; retired adults or elders in your community; any group of people you identify as being at high risk for developing diabetes (e.g. seniors, members of high-risk ethnic group).

EDUC 160 – Presentation to Group Assignment

Rubric

Exemplary: Assignment goes beyond the requirements, has no errors or omissions. Can be used as an example for others. (90-100%: 27-30 marks)

Excellent: Assignment meets all requirements with some errors or omissions, and/or may require some elaboration. (75-89%: 22.5-26.5 marks)

Satisfactory: Assignment has many errors or omissions, and/or requires elaboration but meets minimum requirements. (60-74%): 18-22 marks)

Unacceptable: Assignment does not meet requirements. (<60%: 0-17 marks)

Marking criteria	Mark	Comments
Report includes a 1-2 page outline of the presentation plan (10 marks)		
Report includes a 3-4 page double-spaced summary of the presentation topic, includes an opening paragraph, an overview of presentation content, a closing paragraph, an evaluation plan and includes information that raises awareness of diabetes, its risk factors and the value of healthy lifestyle in preventing diabetes. (15 marks)		
Report uses correct spelling, grammar. (5 marks)		
Total		

Diabetes Education for Health Care Providers program

HLTH 164 – Managing Highs and Lows

Case Study Assignment

Name: _____ Date: _____

Mark: _____ Pass/Fail (Pass mark 60%)

Directions:

Read through the following case study (Part A and Part B). Consider the information provided about the client and answer the questions related to client's situation and your assessments.

Part A

Frank is an 85 year old man who has lived alone since his wife died two years ago. He has had type 2 diabetes for 12 years. After his diagnosis, Frank made a number of lifestyle changes such as eating three well balanced meals a day, walking one to two blocks a day, taking his diabetes medication (metformin) three times a day plus performing SBGM twice a day. After Frank's wife died, he slowly started getting off track. He now only eats one to two meals a day, drinks very little water and because he seems to be tired all the time he no longer goes for his daily walk. Frank is becoming more forgetful, often forgetting to take his diabetes medications, and he only remembers to check his blood glucose about twice a week. His blood glucose record book reveals that his readings are in the range of 16 – 24 mmol/L before his meals.

Questions:

Complete the following questions in Part A and Part B by **typing your answers on a separate paper**. Be sure to number each answer clearly. You may state your answers in point form. Ensure correct spelling. **(5 marks)**

1. As a care provider who makes a weekly home visit to assist Frank with his activities of daily living, you are concerned with his lifestyle changes. You question whether his health is deteriorating. Identify the facts (at least six) about Frank's current state that concern you. Explain why they are a concern. **(10 marks)**
2. Describe what action you believe you need to take and state why. **(3 marks)**

Part B

Frank's doctor admitted him to the hospital because of his deteriorating condition. While in hospital he was started on insulin and his blood glucose levels improved. He was discharged home on a dose of pre-mix insulin before breakfast and before supper. He was also seen by the dietitian in the hospital and she developed a meal plan for him to follow. Since discharge, Frank has been eating three meals a day and having a night snack at 10:00 PM. He has restarted his daily walking routine, takes his insulin as directed and monitors his blood glucose twice a day. Frank's blood glucose readings are usually in the 5 – 8 mmol/L range before meals.

Questions:

1. As Frank's care provider, you arrange a follow-up visit after he was discharged from hospital. During your visit, you talk with Frank about his lifestyle practices and he informs you that his medication was changed from metformin to insulin. Based on these changes, what is Frank at risk for developing? Explain why. **(5 marks)**.
2. Just as you are ending your home visit at 12:00 noon and are about to leave, Frank says "I feel weak and I'm so dizzy". Identify the likely cause of Frank's symptoms. Describe in detail the action you need to take to manage Frank's symptoms. In your answer, include the follow-up action you need to take as well. **(7 marks)**.

HLTH 164 – Case Study Assignment

Rubric

- Exemplary:** Assignment goes beyond the requirements, has no errors or omissions. Can be used as an example for others. (90-100%: 31-35 marks)
- Excellent:** Assignment meets all requirements with some errors or omissions, and/or may require some elaboration. (74-89%: 23-30 marks)
- Satisfactory:** Assignment has many errors or omissions, and/or requires elaboration but meets minimum requirements. (60-74%): 17-22 marks)
- Unacceptable:** Assignment does not meet requirements. (<60%: 0-16 marks)

Marking criteria	Mark	Comments
Part A - Report identifies at least six facts about Frank's state that concern you, describes the action you need to take and explains why. (13 marks)		
Part B - Report describes the issues Frank is at risk for after discharge from hospital and explains why they are a concern. (10 marks)		
Part B - Report identifies the cause of Frank's symptoms, details the action you need to make to address them and describes follow-up action. (7 marks)		
Report is double-spaced, ensures correct grammar and spelling, and communicates your ideas clearly. (5 marks).		
Total		

Diabetes Education for Health Care Providers program

HLTH 165: Lab Component

Performance Assignment 1: Blood Glucose Monitoring Procedure

Name: _____ Date: _____

Mark: _____ Pass/Fail (Pass mark 60%)

Directions:

You are required to submit a videotape of yourself demonstrating the two phases of the blood glucose monitoring procedure with a client – i.e. the preparation phase and the procedure phase. Your demonstration must show that you are competent in these two phases of the blood glucose monitoring procedure. Your video must also show you verbally reviewing these phases of the monitoring procedure with your client.

You also need to include a **typed summary** of the procedure, including:

- The steps you need to do when **preparing** to perform the procedure.
- The steps you need to do when **performing** the procedure.
- An explanation on why these steps are important.

**A signed consent form must accompany this assignment.
If a signed consent is not included a grade of 0% will be given.**

**HLTH 165: Consent Form for Performance Assignment 1
Blood Glucose Monitoring Procedure**

Before you begin performing the blood glucose procedure, determine that your client understands the wording of the consent sheet. Have your client sign and date the consent form and attach it to the back of your assignment.

I, *(please print name)* _____ give consent for the Saskatchewan Polytechnic Diabetes Education for Health Care Providers Program student named here *(please print student name)* _____ to perform a blood glucose monitoring procedure on me. I understand that only my initials will be used and that the data I give the above-named student will be written down and submitted to a Saskatchewan Polytechnic Diabetes Education for Health Care Providers program faculty member who will read the assignment and assign a mark to the student. I understand that the blood glucose data will be used for educational purposes only.

Signature of client

Date

Signature of student

Date

Diabetes Education for Health Care Providers program

HLTH 165: Lab Component

Performance Assignment 2: Ketone Testing Procedure

Name: _____ Date: _____

Mark: _____ Pass/Fail (Pass mark 60%)

Directions:

You are required to submit a videotape of yourself demonstrating and verbally reviewing the ketone testing procedure with a client. Your demonstration must show that you are competent in performing this procedure. You also need to include a **typed summary** of the procedure, including:

- The steps you need to do when **preparing** to perform the procedure.
- The steps you need to do when **performing** the procedure.
- An explanation on why these steps are important.

**A signed consent form must accompany this assignment.
If a signed consent is not included a grade of 0% will be given.**

HLTH 165: Consent Form for Performance Assignment 2 Ketone Testing Procedure

Before you begin performing the ketone testing procedure, determine that your client understands the wording of the consent sheet. Have your client sign and date the consent form and attach it to the back of your assignment.

I, *(please print name)* _____ give consent for the Saskatchewan Polytechnic Diabetes Education for Health Care Providers Program student named here *(please print student name)* _____ to perform a ketone testing procedure on me. I understand that only my initials will be used and that the data I give the above-named student will be written down and submitted to a Saskatchewan Polytechnic Diabetes Education for Health Care Providers program faculty member who will read the assignment and assign a mark to the student. I understand that the ketone testing data will be used for educational purposes only.

Signature of client

Date

Signature of student

Date

Diabetes Education for Health Care Providers program

HLTH 165: Lab Component

Performance Assignment 3: Presentation to a High-Risk Group

Name: _____ Date: _____

Mark: _____ Pass/Fail (Pass mark 60%)

Directions:

Submit a videotape of yourself presenting to a small group about **diabetes prevention** or about **staying healthy living with diabetes**. Examples of a target audience could be a classroom of elementary school children or a group of retired adults/elders in your community.

Your presentation should be 10 – 15 minutes long and needs to:

- Include an introduction and a closing statement.
- Show you using at least two different teaching techniques.
- Show you engaging the audience (e.g. asking questions for feedback).

You also need to include a typed summary of your presentation including:

- A one – two page outline of your presentation plan.
- A copy of the evaluation tool used to obtain feedback from the audience.

**HLTH 165 – Performance Assignment 3:
Presentation to a High-Risk Group Assignment**

Rubric

Exemplary: Assignment goes beyond the requirements, has no errors or omissions. Can be used as an example for others. (90-100%: 27-30 marks)

Excellent: Assignment meets all requirements with some errors or omissions, and/or may require some elaboration. (75-89%: 22.5-26.5 marks)

Satisfactory: Assignment has many errors or omissions, and/or requires elaboration but meets minimum requirements. (60-74%): 18-22 marks)

Unacceptable: Assignment does not meet requirements. (<60%: 0-17 marks)

Marking criteria	Mark	Comments
Report includes a 1-2 page outline of the presentation plan. (10 marks)		
Report includes a 3-4 page double-spaced summary of the presentation topic, includes an opening paragraph, an overview of presentation content including information that raises awareness of diabetes and its risk factors, a closing paragraph, an evaluation plan. (15 marks)		
Report uses correct spelling, grammar. (5 marks)		
Total		

Diabetes Education for Health Care Providers program

HLTH 166 – Long-term Complications

Case Study Assignment

Name: _____ Date: _____

Mark: _____ Pass/Fail (Pass mark 60%)

Directions:

Read through the following case study. Consider the information provided about the client and answer the questions related to the client's situation.

Case Study situation

Sally is a 45 year old woman who has had type 2 diabetes for seven years. She has smoked 1/2 to 1 pack of cigarettes per day since age 20. Sally is a single parent of three teenage boys and works 10:00 am to 4:00 pm most days at a local grocery store.

She finds she has little to no time to focus on her own health and diabetes management. She rarely checks her blood glucose. When Sally does check her blood glucose her before meal readings are over 10 mmol/L, and her after meals are always above 16 mmol/L. Most days she grabs breakfast on the run, skips lunch and her supper is often late because she drives her sons to and from their school and sports activities. She does not exercise because she walks all day at work and is too tired in the evenings to exercise.

Sally recently confided in her friend that she has been feeling more and more stressed the past year. She worries she won't be able to afford all the things her sons need and want. She has been feeling tired all the time and loses patience with her sons quite easily. At first she thought her tiredness was due to her stressful life and the fact that she is getting older, but now she is not so sure. She has noticed her vision has gotten quite blurred lately. She tells her friend that her feet and legs have been bothering her. They cramp and burn so much at night that she cannot sleep. Sally also found a sore on her foot that she did not feel and this scared her. She is starting to worry about her health and fears she could go blind or lose a foot.

Sally has not seen a doctor since her family doctor moved away three years ago. She told her friend that she has not had time to find a new one plus she is afraid of what the doctor will say about her diabetes

Questions:

Complete the following questions and type your answers on a separate paper. Be sure to number each answer clearly.

1. Identify the lifestyle issues that affect Sally's diabetes and put her at risk for long-term complications. Explain why these issues put her at risk. **(5 marks)**
2. Identify all the monitoring procedures that will show if Sally has any signs of long-term complications. In your answer discuss how frequently these checks should be done and explain why. **(5 marks)**
3. Identify the signs and symptoms that indicate Sally's diabetes control is poor. Describe how Sally could improve her control. **(5 marks)**
4. As a care provider working at Sally's community health centre, you are asked to assess Sally's feet and to teach her how to care for her feet. Describe your foot assessment and what you need to teach Sally. In your foot assessment, include what you will be checking for and why, and how to help Sally access services she may need. **(7 marks)**
5. Correct spelling and grammar **(3 marks)**

HLTH 166 – Case Study Assignment

Rubric

- Exemplary:** Assignment goes beyond the requirements, has no errors or omissions. Can be used as an example for others. (90-100%: 22.5-25 marks)
- Excellent:** Assignment meets all requirements with some errors or omissions, and/or may require some elaboration. (74-89%: 18.5-22 marks)
- Satisfactory:** Assignment has many errors or omissions, and/or requires elaboration but meets minimum requirements. (60-74%): 15-18 marks)
- Unacceptable:** Assignment does not meet requirements. (<60%: 0-14 marks)

Marking criteria	Mark	Comments
Report discusses Sally’s lifestyle issues that increase her risk for long-term complications and explains why. (5 marks)		
Report identifies monitoring procedures Sally needs to detect long-term complications, discusses how frequently they should occur and explains why. (5 marks)		
Report identifies Sally’s signs and symptoms of poor glucose control and describes how her blood glucose control can be improved. (5 marks)		
Report describes steps for doing foot assessment, what you need to teach Sally about proper foot care, and how Sally can access services. (7 marks).		
Report is typed, double-spaced, uses correct spelling and grammar. (3 marks)		
Total		

Diabetes Education for Health Care Providers program

HLTH 167 – Special Considerations

Assignment

Name: _____ Date: _____

Mark: _____ Pass/Fail (Pass mark 60%)

Directions:

Write two brief papers on the following:

- A 2-3 page paper on how the following situations such as shift-work, special occasions (e.g. birthdays) and travel can affect a person's diabetes management.
- A 2-3 page paper on why it is important to respect the cultural differences and beliefs of clients living with diabetes