

**PHAR 6226 / NURS 5011: Interprofessional Diabetes Experience  
Spring 2020**

**Meeting Time, Place, Credits**

March 2 – May 4      Mondays 3:35-5:30      2 credits  
Course Web Site: <https://canvas.umn.edu/>  
WDH 7-135

**Course Instructional Team**

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**Overview of the course**

This course is designed to provide students the opportunity to learn in-depth knowledge of diabetes mellitus through active, hands-on learning in an interprofessional environment. As a required part of this course, students will participate in a week long experience of living with diabetes, in which they will give “insulin” injections and check blood glucoses four times daily. Students will also participate in learning activities centered around interprofessional teams and the how a team can provide optimal care to patients with diabetes.

*Course format:*

The course will meet for 2 hours each week, and attendance is expected. Class periods will include a mixture of group discussion, case discussions, guest speakers, and lectures. There will be content posted on the course website for student learning. Assessments include quizzes, reflective papers, and interprofessional group work.

**Prerequisites**

- Pharmacy students need to have completed PHAR 6754 Diabetes and Metabolic Syndrome
- Nursing students need to be Junior or Senior Nursing students
- Bloodborne pathogen training must be completed consistent with College of Pharmacy/School of Nursing requirements

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## Course Goals & Objectives

1. Empathize with diabetic patients regarding the impact of this condition on their daily life.
2. Educate patients on managing diabetes, including glucose monitoring, healthy eating, counting carbohydrates, exercise, insulin and other pharmacotherapy options.
3. Understand their own roles and the roles of those in other health care professions, and use this knowledge appropriately to establish and achieve patient/client/family and community goals related to diabetes

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## Attendance Policy

Attendance in this class is expected. Excused absences include illness, or a University-sponsored event, verified by a note from the leader of the sponsoring organization. Any student with a reason to be excused from class must contact the Course Director before the class session by phone or email.

Course lectures will be recorded. However, there will be certain course activities associated with points and students are expected to attend class in order to earn those points.

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## Course Materials

Students will be assessed a fee to cover the cost of the diabetes experience supplies through the University bookstore. Glucometers, test strips, a lancet pen, and lancing devices have been donated for this course. Supplies students will need to purchase include alcohol wipes, sodium chloride for injection, syringes, a sharps container, and glucose tablets. It is possible that students will have to purchase additional supplies, such as replacement batteries, during the experience. There is no required textbook for this course. Due to FDA regulations and the generosity of various glucometer manufacturers, each student will receive their own meter and it does not need to be returned.

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## Student Safety

Student safety is of the utmost importance in this course. Testing of blood glucose and performing injections present a potential risk for exposure to bloodborne pathogens. Appropriate precautions must be taken when handling glucometers and disposing of used syringes and lancets. Needle stick injuries and exposure to bodily fluids must be reported to the course director for appropriate follow-up. Bloodborne pathogen training must be completed consistent with College of Pharmacy/School of Nursing requirements. Failure to complete this training prior to participation in the course will be considered a violation of course expectations.

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## Participation & Communication between Campuses via ITV

When you are called upon in class to give a response or ask a question, please speak loud enough so that you may be heard by students on both campuses. Do not talk out of turn, wait to be recognized before speaking and do not try to dominate a discussion with your questions or comments – give others a fair opportunity to participate. Keep on the topic at hand. If you have questions off the current topic, address these outside of class with the instructor

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## Assessments and Grading

### Graded Assessments

The following graded assessments will count toward your final grade for this course in the following amounts:

Dates	Activity	Course Learning Objectives	Points
3/2, 4/27	Quizzes (2 quizzes x 5 points each)	2, 3	10
See week activity due dates	In Class Activities/Homework/Reflections (5 activities x 5 points each) <u>Activity 1</u> : Discussion board posts around COVID-19 and insulin pricing (individual post due April 6, other posts due April 9) <u>Activity 2</u> : Complete group reflection questions for “Basic Budget Activity” (due April 24) <u>Activity 3</u> : Complete individual patient case questions (due April 13), and complete group care plan (due April 24) <u>Activity 4</u> : Submit 2 open-ended questions around living with diabetes for our guests (due April 13), and submit reflection questions after listening to both guests (due May 4) <u>Activity 5</u> : Submit individual reflection after review of other students’ diabetes experience week papers (due April 27)	1, 2, 3	25
4/20	Insulin/Glucose Log Book	1	15
4/20	Reflection Paper on simulation experience	1	15
5/4	Interprofessional care plan for complex case – includes written and recorded component (Roberta case)	3	25
5/8	Reflection paper on collaborative care plan development	3	10
	<b>TOTAL POINTS</b>		<b>100</b>

### Statement on Penalties for Late Work

All assignments must be turned in on time. A late assignment will result in a 10% reduction in the grade for every 24 hours it is late.

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## Grading Information & Course Activities

### Diabetes Experience Week

For 7 days, each student will experience the life of a patient with Type 1 diabetes. You will be required to check your blood glucose and inject normal saline four times daily during this week. When you check your glucose, you will also draw an “assigned” glucose value out of a bag which you will use in calculating your insulin dose. You will keep a log of your actual glucose readings, “assigned” glucose readings, insulin doses

and the amount of carbohydrates you eat. A template will be provided for the carb/insulin/glucose log, which must be typed. Your log will be turned in with your reflective paper after completion of this experience.

In addition to checking your blood glucose and injecting your “insulin”, you will need to set a health-related goal for your experience week. This could be related to food choices, physical activity, recreational activities or another aspect of your life.

### **Reflective Writing**

Students will be asked to complete a reflective paper on their experience as a patient with diabetes for a week. The paper should include answers to the following:

- Why did you participate in the Diabetes Experience?
- What did you hope to accomplish from this course?
- Provide a detailed description of your experience as a patient with diabetes.
- What was the most challenging part of having diabetes? What impact did it have on your lifestyle?
- What feelings and emotions did you have about having diabetes?
- What else did you take away from the experience (consider commenting about using apps and/or glucometer review)?
- How will you incorporate what you have learned when caring for patients?

The paper should be a minimum of 2 pages and a maximum of 4 pages, double-spaced, 12-point font.

The papers will be graded on the basis of the above-mentioned criteria. They will also take into account grammar, spelling, overall content and effort. Rubrics will be provided.

### **Quizzes**

Students will be held accountable for taught material through 2 online quizzes, which will be completed in Canvas. Students will be given a time limit on quizzes, but will be allowed to use resources. Quizzes may be made up for excused absences, if the reason for the excuse exceeds the time in which the quiz is open and available to be taken (to be arranged with the course director). Unexcused absences will result in zero points on quiz.

### **Other In-Class Activities**

Students are expected to fully participate in classroom activities, and will receive a grade based on submission of work reflective of thoughtful effort. In-class activities may be made up for excused absences (to be arranged with the course director). Unexcused absences will result in zero points on the in-class activity for that day.

### **Interprofessional Group Work**

Students will be placed in small groups. Groups will be balanced as much as possible to represent both nursing and pharmacy students. Students will participate in interprofessional discussions and learning activities related to interprofessional care as described in the course schedule. Participants will be asked to respond, interact with each other during the in-class sessions as well as within the discussion forum in Canvas, if the team wants to extend the discussion beyond class. Because this is a 2-credit elective on an abbreviated schedule, you should appropriately plan for the necessary out of class time.

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#### *Course Letter Grades*

<b>Grade</b>	<b>Percentage</b>	<b>Grade</b>	<b>Percentage</b>
<b>A</b>	93.0 - 100	<b>C+</b>	77.0 - 79.9

<b>A-</b>	90.0 - 92.9	<b>C</b>	73.0 - 76.9
<b>B+</b>	87.0 - 89.9	<b>C-</b>	70.0 - 72.9
<b>B</b>	83.0 - 86.9	<b>D</b>	60.0 - 69.9
<b>B-</b>	80.0 - 82.9	<b>F</b>	0 - 59.9

*Minimum Passing Level*

Per University and College Policy, students who receive a grade below D in this course must successfully repeat the course before advancing to courses which require this course as a prerequisite.

### Detailed Course Outline & Schedule

Date	Classroom Topics	Learning Objectives	Readings/Assignments	Faculty
March 2	<p>Introduction to course</p> <p>Insulin dosing and nutrition for patients with diabetes</p> <p>(Insulin dosing lecture &amp; discussion will be completed during class time. A lecture from a dietician will be available for viewing online on the Canvas site)</p>	<p>Discuss the onset, peak, and duration of action for the different types of insulin.</p> <p>Compare and contrast the methods for initiating insulin and adjusting insulin doses in Type 1 vs. Type 2 DM patients</p> <p>Calculate basal insulin requirements, insulin:carbohydrate ratios (I:C) and insulin sensitivity factors (ISF)</p>	<p><b>Quiz #1:</b> Completed online by Friday, 3/6 at 5PM</p>	Funk
March 9	No Class (Spring Break)			
March 16	No Class (Pharmacy conflict)			
March 23	Review of insulin dosing, carb counting, and preparing for experience week.	<p>Be able to accurately describe glucometer to check blood glucose</p> <p>Be able to calculate insulin doses based on current glucose and carb intake using carb ratio and correction factor</p>	<p><i>Week as a person with diabetes: Any consecutive 7 days between March 24– April 17</i></p>	Funk
March 30	<p>Two sessions:</p> <p>Diabetes and COVID-19</p> <p>Insulin Pricing</p>		<p><b>Activity 1:</b> Discussion boards around these topics</p>	Pereira/ Kessler

April 6	Diabetes and patients living in poverty or with low-income		<b>Activity 2:</b> Complete reflection questions based on “Basic Budget Activity” in interprofessional group (Due April 24)	ALL
April 13	Interprofessional: Focus on Teamwork	<p>List and apply core interprofessional collaboration competency goals</p> <p>Compare and contrast the nursing and pharmacy identified needs and goals</p> <p>Compare and contrast the nursing and pharmacy patient care processes</p> <p>Describe how these care processes can be combined to optimize patient care</p> <p>Begin to practice interprofessional communication skills by providing recommendations to health team members to help patients achieve their treatment goals.</p>	<p><b>Pre-Class Homework (Activity #3, part 1):</b> Work-up challenge case unprofessionally (due April 13)</p> <p><b>Post-Class Groupwork (Activity #3, part 2):</b> Practice creating an interprofessional care plan from the Challenge case (due April 24)</p> <p><b>Activity #4, part 1:</b> Please post questions for our guest speakers. (due April 13)</p>	ALL
April 20	<p>Groups discussion and reflection on simulation experience</p> <p>Patient stories (guest)</p>	Empathize with diabetic patients regarding the impact of this condition on their daily life.	<p><b>Reflective Paper on Diabetes Experience &amp; Log Due on Canvas Assignment (April 20 at 3:30pm)</b></p> <p><b>Activity 5:</b> Complete individual reflection questions after reviewing 2 other students’ reflection papers (Due April 27)</p>	Funk

April 27	Insulin Pumps and other alternative delivery devices  Patient stories (guest)	Describe the basic functions of insulin pumps  Determine patients who are good candidates for insulin pumps based on individual characteristics	<b>Quiz #2:</b> Completed online by Friday, May 1 at 5PM	Forsberg  Funk
May 4	Group presentation on collaborative care plans	Establish and achieve patient goals related to diabetes in an interprofessional, collaborative care plan	<b>Interprofessional Care plan (written and video presentation) due May 4 at 3:30pm</b>  <b>Reflection paper due May 8 at 3:30pm</b>	ALL

\* Subject to change at course instructor's discretion.

**[University of Minnesota and College of Pharmacy Policy Reference \(Centralized Syllabus\)](#)**

[This page includes all required UMN and CoP policies, e.g., Academic Freedom; Copyright; Course Evaluations; Disability Accommodations; FERPA, etc.]