

Graduate Certificate of Diabetes Education

Cloud Campus (online)

Course outcomes

The Graduate Certificate of Diabetes Education aims to prepare students for specialty practice in diabetes education and is accredited by the Australian Diabetes Educators Association (ADEA)*. In addition, by completing the observational placement and workshop opportunities linked to the course, graduates may be eligible to begin the pathway to seek endorsement as a Credentialed Diabetes Educator (CDE) with ADEA. As a CDE you may be eligible for a provider number from Medicare and the Department of Veterans Affairs, enabling people to seek rebates for the services received.

* Please note if you are not registered in Australia as a health practitioner with the appropriate registering body you will not be able to seek credentialing with the ADEA.

Course delivery

The units of the Graduate Certificate of Diabetes Education are delivered as a combination of online modules, an optional three day on-campus workshop, and 40 hours observational placement. The workshop in the second trimester is a highly recommended component of the course as it consolidates the theory with practical skills required for becoming a diabetes educator and provides networking opportunities with CDEs currently practicing.

The workshop involves specialist researchers and speakers in the field of diabetes, recognised at both local and national levels, presenting innovative and clinically applicable practices. Current nutritional research and advice, and issues such as the impact of diabetes on lifestyles, are addressed, as well as issues relating to diabetes education within different social contexts and across the lifespan, such as adolescents, children, Indigenous populations, and non-English speaking people. Students are provided with opportunities to explore strategies and analyse health promotion activities relevant to their practice. There are also opportunities for students to gain a repertoire of communication and education strategies and develop sound interpersonal skills to deliver client-centred health care. The workshop provides networking opportunities with other students and renowned international diabetes researchers.

Students seeking credentialing with the ADEA require 40 hours of observational placement with a qualified diabetes educator. The placement component is organised by the course coordinator in collaboration with the students. Supportive measures are taken in the form of completion of a clinical portfolio that assists agencies and the student in setting goals, meeting educational needs, and evaluating experiences.



GRADUATE CERTIFICATE OF DIABETES EDUCATION

Course structure

Course code: H520

Offered at: Cloud Campus (online)

Duration: 1 year part-time study

Intake: March (Trimester 1)

Year	Credit points + duration	Trimester 1	Trimester 2
Graduate certificate	<ul style="list-style-type: none">4 credit points of core specialty study.Completed part time over a period of two, three or four trimesters of study.Students seeking ADEA accreditation must also complete a supervised 40-hour observational placement in a clinical setting (while enrolled in the course) organised by academic staff.	Core units	
		HND701 Pathophysiology of Diabetes	HND702 Management of Diabetes
		HND732 Diabetes in Social and Psychological Contexts	HND731 Learning and Teaching for Health Professionals

Core unit outlines

HND701: PATHOPHYSIOLOGY OF DIABETES

This unit explores the pathophysiological pathways that occur leading to a diagnosis of both type 1 and type 2 diabetes. The unit material has been written by experts in their particular field and draws on current research and theory to explain the complexities behind diabetes and its complications.

The unit begins with an historical perspective encompassing the discovery of diabetes, the initial use of insulin in humans and explaining the distinction between the different types of diabetes. An epidemiological perspective shows how diabetes has evolved from a little known condition to a household word with many people in our communities touched somehow by some type of diabetes.

The unit covers:

- The epidemiology and history of diabetes; definition, diagnosis and classification.
- Human metabolism in those with diabetes and without diabetes.
- Causes of type 2 diabetes; insulin resistance and obesity.
- Causes of type 1 diabetes and LADA or Latent Autoimmune Disease of Adulthood.
- Pathophysiology of diabetes complications specifically microvascular and macrovascular complications.
- Retinopathy, nephropathy and neuropathy are examined in detail as is sexual health and foot management for the 'high risk foot'.

HND702: MANAGEMENT OF DIABETES

The unit content exposes students to management scenarios for a variety of diabetes related situations. It contextualises the role and scope of practice of varying disciplines now able to apply to become diabetes educators. It covers the broad spectrum of management from physical to pharmacological, from home to hospital.

The unit covers:

- Role and scope of practice.
- Nutrition management for type 2 and type 1 diabetes.
- Exercise and lifestyle.
- Glucose lowering agents, insulin and self-monitoring.
- Complex diabetes situations.
- Acute diabetes situations.
- Pregnancy and diabetes.
- Childhood and adolescence.
- Living with diabetes.
- Older people and diabetes.

Core unit outlines

HND732: DIABETES IN SOCIAL AND PSYCHOLOGICAL CONTEXTS

This unit explores what it means to be diagnosed with diabetes; the problems of adjusting to a chronic illness and the role of family, friends and health professionals in that adjustment. The unit draws on nursing, psychological, and sociological perspectives to clarify the different problems that an individual with diabetes and their family encounter and to formulate appropriate care strategies.

The unit addresses the psychosocial issues experienced by vulnerable groups in the community. The unit links contemporary diabetes practice to current research and provides a deep understanding of the links between practice, evidence-based practice and research.

The relationship between people with diabetes and health professionals and its impact on clinical outcomes underpins the unit, and strategies to facilitate good clinical communication, assessing health literacy, empowerment, and health promotion are provided. Students will explore a number of approaches to caring for people with diabetes and analyse their effectiveness.

The unit covers:

- The social and psychological construction of diabetes.
- The psychosocial impact of diabetes on the individual and families.
- Psychological issues related to depression, anxiety, emotional well-being in diabetes care; identification of life transitions and their impact on individuals' diabetes management with key aspects highlighted in relation to children, adolescents, young adults and older persons.
- The concept of empowerment and its impact on self-care at the individual, family and community level in relation to managing diabetes.
- The notion of motivational interviewing, mindfulness and health coaching as important tools to manage uncertain and ambiguous situations in diabetes management.
- Clinical communication focusing on the impact of respect for individuals, good listening skills, non-judgemental behaviours, display of empathy, demonstration of good clinical knowledge and understanding individuals' coping styles.
- The diabetes educator's role in facilitating optimal communication with individuals with diabetes and their families.
- Social media and its impact on communication between diabetes educators and individuals with diabetes and their families;
- The diabetes educator's role in promoting higher level of health literacy in the context of managing diabetes.
- Inequalities in access to health care in the context of diabetes education with a focus on vulnerable groups in the Australian communities (Indigenous population, Culturally and Linguistically Diverse Groups (CALD), individuals with learning difficulties, the homeless, individuals with substance dependency and individuals living in isolation).
- Research methodologies and relevance of diabetes research translated into contemporary diabetes practice.

HND731: LEARNING AND TEACHING FOR HEALTH PROFESSIONALS

This unit covers comprehensive perspectives of learning and teaching, as well as more specific ways of promoting and engaging in health education and health promotion. It has been designed to encourage practitioners in the field of health care education to examine and reflect on their methods of teaching. The first section presents information about the broader theoretical issues of learning and teaching which may influence the teaching process. The relationship between these theoretical concepts and the practice of education is emphasised. The unit also provides students with the skills necessary skills to implement and evaluate health education programs.

The unit covers:

- Definition, differentiation and application of health education and health promotion.
- Review of information to identify barriers to accessing health services and information to promote health.
- Teaching strategies in the context of traditional, reflective practices and inquiry training to promote the physical and psychological environment that promotes learning and teaching.
- Exploration of reflective practice, reflective teaching and learning practice.
- Educational strategies by the 'ways of knowing' in terms of technical, practical and emancipatory knowing.
- Principles and practice in education focusing on characteristics of excellent teaching; confidence, competence, communication and caring.
- Psychological foundations of learning, specifically motivation in education, attention, memory, concept formation, emotional state and personality.
- Social media and internet communication as a method of teaching and learning.
- Social-psychological concepts of self-concept, self-esteem and self-image and how these concepts affect an educators' choice of teaching and learning methods.
- Exploration of the advantages of small group teaching in relation to group processes, communication, physical and psychological environment, relationships, and meeting individual learning needs; planning for different target groups, setting goals and objectives for learning.
- Evaluation methods, content and implementation strategies.
- Formative, process, outcome+ and impact evaluation strategies.

Case study

Eva Nash

Graduate Certificate of Diabetes Education

I currently work as a Diabetes Educator and Practice Nurse at a large GP Practice. This work entails running Diabetes Clinics to support, empower and educate people with diabetes and pre-diabetes, as well as assisting in a Health Management Clinic for people with multiple complex chronic conditions. I thoroughly enjoy both roles as I am able to develop long lasting relationships with clients and I am continually learning in a community environment.



I decided to complete the Graduate Certificate in Diabetes Education at Deakin University as I see a lot of people with diabetes at my workplace. To improve the care I provide to people living with diabetes, I wanted to further understand the complex nature of this condition.

The strong reputation of Deakin University's Graduate Certificate in Diabetes Education was a deciding factor in choosing to study this course. The course structure also best suited my work situation. From the moment I started studying at Deakin I felt supported. Replies to all my emails and phone calls were prompt and student services were exceptional in helping me write my first essay. The lecturers were also incredibly knowledgeable and were currently working/researching in the field of diabetes. This was invaluable for my learning experience. I thoroughly enjoyed learning about the research and evidence that underpins all the management we provide as health professionals. The course also inspired me to educate others about preventative health and help empower people living with diabetes.

Completing the Graduate Certificate in Diabetes Education led to the offer of a role as Diabetes Educator at my clinic. Next year I take on the main role as Diabetes Educator and will continue to work towards my credentialing.

Admission requirements

Applicants must be appropriately qualified professionals with a bachelor's degree or equivalent, with a health science background, including, but not limited to, registered nurses, dietitians, podiatrists, pharmacists, exercise physiologists and general practitioners.

Applicants should have at least two years' experience working in their professional field since undergraduate course completion. In order to undertake the placement component of this course, students must be currently registered with the Australian Health Practitioner Regulation Agency (AHPRA) or equivalent to practise in one of the ADEA listed Credentialed Diabetes Educator eligible professions.

Apply

Refer to deakin.edu.au/courses/find-a-course/nursing-and-midwifery/diabetes-education

Contact us

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Deakin University CRICOS Provider Code: 00113B



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