

**Goals of Diabetes Lesson Plans**

**16+**

**Insulin and Injection Sites**

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| **Programme** | **Age group**  Students with diabetes, age 16yrs and above |
| **Topic**  Insulins used in diabetes care | **Venue** |
| **Title of session** Know your own types and names of insulin used and how they work | **Date of session** |
| **Time of session** | **Duration of session** 60 mins |
| **Aim of session**  To give an overview of the action of insulin, discuss types of insulin used most often and time action profiles to understand why different insulin work best ay different times of the day and night | |
| **Learning objectives**  All patients can name their regular insulins  Most patients can describe how their insulin works and it’s time action profile  Most patients can describe why it is important to take meal and snack time insulin before food  All patients can point to their own injection sites and why site rotation is necessary  All patients can self-inject into all common sites  All patients know how to access more insulin supplies and know about exemption certificates | |
| **Assessment Activities to be built into session**  Name own insulins and how and when they work.  Group discussion on common injection sites – describe less common sites and how to access them easily. Think about the need for site rotation and prevention of lipohypertrophy (lumpy sites)  Check each patients know how to access more insulin supplies | |
| **Evaluation Activities to be built into session**  Recalling name of insulins used and describe what insulin does in the body  Look at insulin time action profile chart together and discuss why correct timing of injections is needed | |
| **Prior action needed/ resources (e.g. pre-session activities, equipment needed)**  Insulin chart – Time action profiles  BD booklet on injection technique – page on lipohypertrophy and not re-using needles  Medicines exemption certificate/card | |
| **Materials needed; e.g. key references, hand-outs**  Insulin chart. BD booklet to hand out. Exemption card to show | |

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| **Time** | **Content/Topic** | **Teaching Activities** | **Learning Activities** | **Resources** | **Assessment** |
| 5 mins | Introduction to topic and review previous knowledge on insulin names and types | Leading and describing  Embedding English – Proper names of insulins used and easy ways to remember which is which | Recall prior knowledge  State name of own insulins used | ? Look at own insulin pens for proper names? | Ability to recall and perhaps describe |
| 10 mins | Think about why it is important to inject meal and snack time insulin before eating | Ask students if they routinely inject before or after food? Explain why?  Equality and Diversity – do all students behave the same?  Embedding maths – time action profiles – what does that mean in practice for injecting? | Encourage group discussion to see if all students take the same insulin and when in relation to food  E+D – students with diabetes are not all the same  Describe how time action profiles effect BG levels | Insulin Chart showing time action profiles | Share own experiences  Correct answers to when to take insulin with food |
| 15 mins | Look at injection sites and how to avoid forming lumpy sites | Encourage students to point to where they chose to inject the different types of insulin they have.  Demonstrate how to access all sites  Make sure they are aware of why it is important to rotate sites and not share sites with the different types of insulins  Describe what happens when a site is over-used. | Apply prior knowledge of injection sites  Share ideas with group on how to access all suitable sites for different situations  Ask who re-uses needles?  Ask if anyone has experience of lumpy injection sites – how did it improve?  What advice would you give to another patient with a lumpy site? | BD booklet on injection technique = pages on site rotation and not re-using needles  Look at pictures of lypohypertrohpy | Check sites used  See who knows how best to care for injection sites with Q+A session |
| 30 mins | How to request more insulin supplies from GP surgery  Describe and show a medicines exemption certificate | Q+A session – who knows how to access more supplies?  Who already orders their own insulins?  Describe how to obtain their own exemption certificate from age 16 years or 18years if in education and training | Spot check – who already requests own insulin and diabetes supplies?  Does anyone already have an exemption certificate? | Medicines exemption certificate | May need to specifically check injection sites for individual patients if lumpy sites noted in session.  Re-assess at next hospital clinic  Student evaluation of session |

**Evaluation: Date:**

**Completed after the session and includes key comments regarding:**

Evaluation of the effectiveness of the session

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| **What went well?**  Interesting subject  Students keen to ask questions | **What did not go well?**  Insufficient time to deliver content as hoped | **What could I try next time?**  Be able to have a full 45 minute slot as originally intended next time  Cut content down by half if this is not possible |

Evaluation of performance of educator

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| **What went well?**   * Clear description of topic * Knowledgeable on topic * Enthusiastic | **What did not go well?**   * Difficult to start on time * Difficult to keep to time as session time reduced by 15 minutes | **What could I try next time?**   * Try to remember folks names and use them more often * Book a second session to cover the topic with individuals if needed |