

# Model Curriculum

## Diabetes Educator

**SECTOR:** Healthcare

**SUB-SECTOR:** Allied Health & Paramedics

**OCCUPATION:** Diabetes Educator

**REF ID:** HSS/Q8701, version 1.0

**NSQF LEVEL:** 4



**Certificate**

**CURRICULUM COMPLIANCE TO  
QUALIFICATION PACK – NATIONAL OCCUPATIONAL  
STANDARDS**

is hereby issued by the

**HEALTHCARE SECTOR SKILL COUNCIL**

for the

**MODEL CURRICULUM**

Complying to National Occupational Standards of  
Job Role/Qualification Pack: 'Diabetes Educator' OP No. 'HSS/Q8701 NSQF Level 4'

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Date of Issuance: 30<sup>th</sup> November 2015  
Valid up to: 29<sup>th</sup> November 2016



Authorized Signatory  
(Healthcare Sector Skill Council)

*\* Valid up to the next review date of the Qualification Pack*

# Diabetes Educator

## CURRICULUM / SYLLABUS

This program is aimed at training candidates for the job of a “Diabetes Educator”, in the “Healthcare” Sector/Industry and aims at building the following key competencies amongst the learner

<b>Program Name</b>	<b>&lt;Diabetes Educator &gt;</b>		
<b>Qualification Pack Name &amp; Reference ID.</b>	HSS/Q8701, version 1.0		
<b>Version No.</b>	1.0	<b>Version Update Date</b>	15 – 12 – 2015
<b>Pre-requisites to Training</b>	Class XII in preferably in Science or Home Science		
<b>Training Outcomes</b>	<p><b>After completing this programme, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the role of a Diabetes Educator and verbalize the roles of various healthcare providers.</li> <li>• Demonstrate the ability to perform clinical and technical skills essential in providing education to the diabetic or pre diabetic patients.</li> <li>• Demonstrate professional behavior, personal qualities and characteristics of a Diabetes Educator.</li> <li>• Apply principles of patient rights in a various simulated situations.</li> <li>• Demonstrate communication process of a Diabetes Educator, which also reflects professional appearance and a positive attitude.</li> <li>• Practice infection control measures.</li> <li>• Demonstrate safe and efficient interventions for patient safety.</li> <li>• Demonstrate to assess, set and plan the goals for departing education to the diabetic patients.</li> <li>• Demonstrate to implement and evaluate the performance of the treatment plan in various situations.</li> <li>• Apply documentation, reporting and follow up activities to the patients and the health team.</li> <li>• To work in close collaboration with the health team, patient and their relatives for the better results and treatment of the patients.</li> <li>• Describe the role of basic Health Care provider and verbalize the role of basic Health Care providers.</li> <li>• Verbalize the roles and responsibilities of the Diabetes Educator.</li> <li>• Demonstrate right methods of Bio Medical Waste Management.</li> <li>• Demonstrate Basic Life Support, Cardio Pulmonary Resuscitation and other actions in event of medical and facility emergencies.</li> <li>• Describe and understand the structure and functioning of the human Body.</li> <li>• Understand and verbalize the mechanism of regulation of blood glucose in human body.</li> <li>• Verbalize the role of Pancreas towards metabolism, absorption, storage and excretion of blood glucose in human body.</li> <li>• Describe the term Diabetes and verbalize it's epidemiology in Indian scenario.</li> <li>• Demonstrate steps to be initiated while providing First Aid.</li> </ul>		

This course encompasses 08 out of 08 National Occupational Standards (NOS) of “Diabetes Educator” Qualification Pack issued by “SSC: Healthcare Sector Skill Council”.

S.No	Module	Key Learning Outcomes	Equipment Required
1	<p><b>Health Care Delivery System</b></p> <p><b>Theory Duration</b> (hh:mm) 02:00</p> <p><b>Practical Duration</b> (hh:mm) 01:00</p> <p><b>Corresponding NOS Code</b> HSS / N /9606, 9603</p>	<ul style="list-style-type: none"> <li>Identify the different types of Health Care Delivery models.</li> <li>Describe the role and function of the hospital in patient care and services</li> </ul>	E-modules from internet
2.	<p><b>Roles and Responsibilities of Diabetes Educator</b></p> <p><b>Theory Duration</b> (hh:mm) 02:00</p> <p><b>Practical Duration</b> (hh:mm) 01:00</p> <p><b>Corresponding NOS Code</b> HSS/N9601,8701,8702,8703,8704,8705</p>	<ul style="list-style-type: none"> <li>Describe the functions of Diabetes Educator.</li> <li>Describe various responsibilities of Diabetes Educator.</li> <li>Describe roles and responsibilities of other health care team members</li> <li>Exhibit ethical behavior.</li> <li>Present a positive personal image</li> </ul>	E-modules from internet
3.	<p><b>Structure and Function of Human Body</b></p> <p><b>Theory Duration</b> (hh:mm) 04:00</p> <p><b>Practical Duration</b></p>	<ul style="list-style-type: none"> <li>Differentiate different parts of body</li> <li>Explain organization of body cells, tissues, Systems, membranes and glands</li> <li>Describe Muscular Skeletal System</li> <li>Describe Digestive System</li> <li>Describe Respiratory System</li> <li>Describe Cardio Vascular System</li> <li>Describe Excretory System</li> </ul>	E- modules from internet, visit to hospital, patient vital assessment kit, charts of different parts of body structure

S.No	Module	Key Learning Outcomes	Equipment Required
	(hh:mm) 02:00  <b>Corresponding NOS Code</b> HSS / N / 8701,8702,8703,8705	<ul style="list-style-type: none"> <li>Describe Nervous System</li> <li>Describe Endocrine System, Sense Organ and Reproductive System</li> </ul>	
4.	<b>Regulation of blood glucose in human body</b>  <b>Theory Duration</b> (hh:mm) 03:00  <b>Practical Duration</b> (hh:mm) 02:00  <b>Corresponding NOS Code</b> HSS/ N / 8701,8702	<ul style="list-style-type: none"> <li>Describe the mechanism of blood sugar regulation in human body</li> <li>Describe the mechanism for absorption of glucose in human body</li> <li>Describe the mechanism for storage of glucose in human body</li> </ul>	Glucometer, lancets, strips, gauge, tourniquet, sample coll. Tubes mannequin, tray for sugar testing's, gauge, sample doctors' orders
5.	<b>Role of pancreas towards blood glucose level</b>  <b>Theory Duration</b> (hh:mm) 03:00  <b>Practical Duration</b> (hh:mm) 01:00  <b>Corresponding NOS Code</b> HSS / N / 8701,8702,8703,8705	<ul style="list-style-type: none"> <li>Describe function of pancreas related to regulation of blood glucose level</li> <li>Describe physiology of pancreas</li> </ul>	E-learning modules
6.	<b>Introduction to Diabetes</b> <b>Theory Duration</b> (hh:mm) 02:00  <b>Practical Duration</b>	<ul style="list-style-type: none"> <li>Describe the term and classification of diabetes broadly</li> <li>Describe the epidemiology of diabetes</li> </ul>	E-learning modules

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	(hh:mm) 01:00  <b>Corresponding NOS Code</b> HSS/N 8701,8702,8704		
7.	<b>First Aid</b>  <b>Theory Duration</b> (hh:mm) 02:00  <b>Practical Duration</b> (hh:mm) 02:00  <b>Corresponding NOS Code</b> HSS / N 9606	<ul style="list-style-type: none"> <li>Learn what to do in medical emergencies</li> <li>Describe components of first aid kit</li> <li>Detail common emergency conditions</li> </ul>	Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc
8.	<b>Emergency Medical Response</b>  <b>Theory Duration</b> (hh:mm) 06:00  <b>Practical Duration</b> (hh:mm) 04:00  <b>Corresponding NOS Code</b> HSS / N / 9606	<ul style="list-style-type: none"> <li>Describe chain of survival</li> <li>Demonstrate Cardio Pulmonary Resuscitation</li> <li>Chain of Survival</li> <li>Rescue of a child</li> </ul>	
9.	<b>Biomedical Waste Management</b>  <b>Theory Duration</b> (hh:mm) 03:00  <b>Practical Duration</b> (hh:mm) 02:00  <b>Corresponding NOS</b>	<ul style="list-style-type: none"> <li>Segregation of biomedical waste at source</li> <li>Describe color coding and type of containers for disposal of Bio Medical Waste</li> <li>Label for transport of Bio Medical Waste containers/bags</li> </ul>	Different coded color bins, different variety of bio medical waste management, Visit to treatment plan of bio medical waste etc.

S.No	Module	Key Learning Outcomes	Equipment Required
	<p><b>Code</b> HSS / N 8705,9606</p>		
10.	<p><b>Diabetes-Overview</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 03:00</p> <p><b>Corresponding NOS Code</b> HSS/N8701,8702</p>	<ul style="list-style-type: none"> <li>Define Diabetes</li> <li>Describe the classification of the diabetes</li> <li>Define Type 1 Diabetes</li> <li>Define Type 2 Diabetes</li> <li>Define Gestational Diabetes</li> </ul>	Self learning and understanding
11	<p><b>Risk Factors for Diabetes</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 03:00</p> <p><b>Corresponding NOS Code</b> HSS/ N 8702,8703,9601</p>	<ul style="list-style-type: none"> <li>Describe various risk factors of Diabetes in human body</li> <li>Describe risk factors responsible for the Type 1 diabetes for eg. disease of the Pancreas, Infection or illness, Genetics or family history.</li> <li>Describe risk factors responsible for the Type 2 diabetes for eg. obesity, fat distribution, sedentary lifestyle</li> <li>Describe risk factors responsible for the gestational diabetes for eg. age greater than 25, family or personal health history, excess weight</li> </ul>	Self-learning and understanding through E Modules
12	<p><b>Pathology of Diabetes</b></p> <p><b>Theory Duration</b> (hh:mm) 04:00</p> <p><b>Practical Duration</b> (hh:mm) 03:00</p> <p><b>Corresponding NOS Code</b></p>	<ul style="list-style-type: none"> <li>Describe Pathophysiology of Type 1 Diabetes</li> <li>Describe Pathophysiology of Type 2 Diabetes</li> <li>Describe Pathophysiology of Gestational Diabetes</li> </ul>	Self learning and understanding through E Modules

S.No	Module	Key Learning Outcomes	Equipment Required
	HSS/N8701,8702,8703		
13	<p><b>Complications of Diabetes</b></p> <p><b>Theory Duration</b> (hh:mm) 08:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> HSS/N/9601,8702,8704</p>	<ul style="list-style-type: none"> <li>Describe various complications related to Diabetes</li> <li>Describe effect of diabetes on cardiovascular system of the human body. For eg, Diabetic cardiovascular diseases (CVD), Heart Failure.</li> <li>Describe the effect of diabetes on Ophthalmological System of the Human Body for eg:- Diabetic Retinopathy</li> <li>Describe the effect of Diabetes on Excretory System of the Human Body for eg:- UTI, Yeast infections(Thrush)</li> <li>Describe the effect of Diabetes on Nervous System of the Human Body. For eg:- Diabetic neuropathies, peripheral neuropathy, Focal neuropathy</li> <li>Describe the effect of Diabetes on a Musculo skeletal system of Human Body for eg:-Muscle cramps, muscle infarctions, Complex Regional Pain Syndrome (CRPS) etc.</li> <li>Describe the effect of diabetes on a Digestive system of Human Body. For eg:- Gastroparesis</li> <li>Describe diabetes in relation to immune system, for eg:- Lichen Planus.</li> <li>Describe the effect of diabetes during pregnancy and recognize the diagnostic criteria for the same</li> <li>Describe pregnancy in pre-existing diabetic patient</li> <li>Describe the effect of diabetes on renal system, describe diabetic ketoacidosis, diabetic nephropathy</li> <li>Describe the effect of diabetes on oro-dental system of the body, for eg:- xerostomia, gingivitis, periodontitis</li> </ul>	Self learning and understanding through E Modules
14	<p><b>Investigations used for diagnosis of diabetes</b></p>	<ul style="list-style-type: none"> <li>Describe various investigation methods for the diagnosis of diabetes</li> </ul>	Insulin types like HIR, HIN etc, pen insulin etc, insulin giving technique,

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	<p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> HSS /N8701,8702,8704</p>	<p>(Blood and Urine Sample Analysis)</p> <ul style="list-style-type: none"> <li>Describe importance of monitoring Fasting and post prandial blood Sugar</li> </ul>	refrigerator, Mannequin etc
15	<p><b>Use of Glucometer</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> HSS/N 8701,8702,8703</p>	<ul style="list-style-type: none"> <li>Describe use and importance of Glucometer</li> <li>Describe the need of personal hygiene while handling food</li> <li>Describe method to use glucometer and strips to check the blood sugar</li> <li>Discuss the significance of checking the blood glucose level and recording the result</li> </ul>	Insulin types like HIR, HIN etc, pen insulin etc, insulin giving technique, refrigerator, Mannequin etc
16	<p><b>Infection Control and Prevention</b></p> <p><b>Theory Duration</b> (hh:mm) 02:00</p> <p><b>Practical Duration</b> (hh:mm) 01:00</p> <p><b>Corresponding NOS Code</b> HSS / Ng606,9601</p>	<ul style="list-style-type: none"> <li>Identification of deviation from normal health</li> <li>Explain hospital borne infections</li> <li>Explain practices to curb the disease</li> <li>Explain different types of Spillages and their management</li> </ul>	Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc
17	<p><b>Professional Behaviour</b></p> <p><b>Theory Duration</b> (hh:mm) 02:00</p>	<ul style="list-style-type: none"> <li>How to maintain peaceful environment</li> <li>Learn General and Specific etiquettes to be observed on duty</li> <li>Explain need for compliance of</li> </ul>	Self learning and understanding

S.No	Module	Key Learning Outcomes	Equipment Required
	<p><b>Practical Duration</b> (hh:mm) 01:00</p> <p><b>Corresponding NOS Code</b> HSS/ N 8704, 8703, 8705, 9603,9601</p>	<p>organizational hierarchy and reporting</p> <ul style="list-style-type: none"> <li>Describe the importance of conservation of resources in medical facility.</li> <li>Describe the importance of maintaining confidentiality and privacy of patient information's</li> </ul>	
18	<p><b>Treatment Plan for Type 1 Diabetes</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> HSS / N /8702, 8703, 8704</p>	<ul style="list-style-type: none"> <li>Address to basic and advanced diabetes self-management skills for treating Type 1 Diabetes</li> <li>Describe the importance of intake of oral medicines for treating Type 1 Diabetes</li> <li>Address the importance of exercise and physical activity required in the management for the Type 1 Diabetes(Emphaise on yoga, occupational therpay, exercise etc)</li> <li>Address possible side effects associated with the use oral drugs</li> </ul>	Doctors sample order, types of insulin etc
19	<p><b>Treatment Plan for Type 2 Diabetes</b></p> <p><b>Theory Duration</b> (hh:mm) 08:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> HSS/ N 8702, 8703, 8704</p>	<ul style="list-style-type: none"> <li>Address to basic and advanced diabetes self-management skills for treating Type 2 Diabetes</li> <li>Describe the importance of drugs for treating Type 2 Diabetes</li> <li>Address the importance of exercise and physical activity required in the management for the Type 2 Diabetes</li> </ul>	Doctors sample order, types of insulin etc
20	<p><b>Treatment Plan for Gestational Diabetes</b></p>	<ul style="list-style-type: none"> <li>Address to basic and advanced diabetes self-management skills</li> </ul>	Doctors sample order, types of insulin etc

S.No	Module	Key Learning Outcomes	Equipment Required
	<p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> HSS/N8702, 8703, 8704</p>	<p>for treating gestational diabetes</p> <ul style="list-style-type: none"> <li>Describe the importance of intake of oral medicines for treating gestational diabetes</li> <li>Address the importance of exercise and physical activity required in the management for the gestational diabetes</li> </ul>	
21	<p><b>Insulin</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> HSS./ N / 8705, 9606</p>	<ul style="list-style-type: none"> <li>To learn about various types of insulin available in vials or prefilled pen device</li> <li>To learn about checking the name and dose of the insulin as recommended by the physician</li> <li>To learn about the mechanism for storage of the Insulin along with checking the expiry date.</li> <li>To educate the patient to prepare the dose on insulin syringe or pen device, how to draw the correct dose of insulin</li> <li>To educate the patients about steps to be followed during insulin administration use of varied site for insulin administration to prevent Lipodystrophy</li> </ul>	Types of insulin, lancets, syringes, sample orders etc
22	<p><b>Hypoglycemia and Its Management</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 02:00</p> <p><b>Corresponding NOS Code</b> HSS / N /8705, 9601,</p>	<ul style="list-style-type: none"> <li>Define Hypoglycemia</li> <li>Identify various signs and symptoms which occur during Hypoglycemia</li> <li>Identify possible preventive management of the Hypoglycemia</li> <li>Explain the first line of action or most appropriate initial management of hypoglycemia</li> </ul>	Insulin assessing kits, chart presentation, E modules

S.No	Module	Key Learning Outcomes	Equipment Required
	9606		
23	<p><b>Diabetes Self Management and Education-DSME</b></p> <p><b>Theory Duration</b> (hh:mm) 02:00</p> <p><b>Practical Duration</b> (hh:mm) 02:00</p> <p><b>Corresponding NOS Code</b> HSS/N8702, 8701, 8704, 8703</p>	<p>Understand concept of nutrition, nutrients and calories</p> <ul style="list-style-type: none"> <li>Describes importance of balanced diet along with the coordination of meals with the medications</li> <li>Describes types of fruits and vegetables required to maintain blood glucose level of the patient</li> <li>Describe the importance of exercise for the diabetic patient</li> <li>Describe the importance of taking medicines or insulin on time and keeping the record of reading of blood sugar</li> </ul>	
24	<p><b>Special Care for Diabetic Patients</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> HSS / N9606, 8701, 8702, 8703, 8704</p>	<ul style="list-style-type: none"> <li>Describe the importance of giving attention towards the general health of the diabetic or pre diabetic patient</li> <li>Discuss the concept of giving attention towards skin of diabetic patients</li> <li>Describe the concept of giving attention towards teeth and gums of diabetic patients</li> <li>Describe the concept of giving attention towards eyes of diabetic patients</li> <li>Explain concept of giving attention towards feet of diabetic patients</li> </ul>	E modules and visit to healthcare center
25	<p><b>Communication Skills</b></p> <p><b>Theory Duration</b> (hh:mm) 04:00</p> <p><b>Practical Duration</b> (hh:mm) 02:00</p> <p><b>Corresponding NOS Code</b></p>	<ul style="list-style-type: none"> <li>Describe the importance of conservation of resources in medical facility</li> <li>Describe the importance of communication with individuals</li> <li>Describe the importance for handling stressful situations or risky situations while talking with patient and relatives</li> <li>Explain to understand the need of skills in reading and writing in at least one local and official language in the</li> </ul>	Case studies

S.No	Module	Key Learning Outcomes	Equipment Required
	HSS/N9606, 9603, 9601	local community.	
26	<p><b>Initial Assessment of Diabetic Patients</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> HSS/N8701, 8704</p>	<ul style="list-style-type: none"> <li>• Demonstrate important data and report of the patient and maintenance of the same.</li> <li>• Analyze and Interpret the data</li> <li>• perform individualized risk assessment</li> <li>• Demonstrate general physical examination of the body</li> <li>• Demonstrate Diabetes specific examination of the body</li> </ul>	Manikins, patient assessment tools & kits, Physical examination tray etc
27	<p><b>Reassessment of Diabetic Patients &amp; Follow Ups</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> HSS/ N 8701, 8703, 8704</p>	<ul style="list-style-type: none"> <li>• collect information regarding effect of treatment in a Diabetic patient</li> <li>• collect information regarding any new complaint of the patient and to check its relevance with the Diabetes</li> <li>• Demonstrate general physical examination of the body</li> <li>• Demonstrate Diabetes specific examination of the body</li> </ul>	Manikins, patient assessment tools & kits, Physical examination tray etc
28	<p><b>Consent, Observing, Recording &amp; Documentation</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 02:00</p> <p><b>Corresponding NOS</b></p>	<ul style="list-style-type: none"> <li>• Explain importance of observing and reporting the conditions of patient as well as taking consent while assisting the patient</li> <li>• Explain the importance of verbal information to the doctor in charge</li> <li>• Explain the importance and guidelines for documentation of different observations and informed consent of the patient.</li> <li>• Explain the feedback mechanism from appropriate people like concerned medical team, carers and relatives.</li> </ul>	Sample forms and formats

S.No	Module	Key Learning Outcomes	Equipment Required
	<p><b>Code</b> HSS / N /8704, 8703, 9603</p>	<ul style="list-style-type: none"> <li>Explain uses and importance of various records in healthcare set up &amp; how to obtain information from them at the time of follow up or during research activities</li> <li>Explain various types of records to be maintained by Diabetes Educator</li> <li>Demonstrate essential components of various records and method of documentation</li> <li>Describe follow up plan</li> </ul>	
29	<p><b>Patient's Rights</b></p> <p><b>Theory Duration</b> (hh:mm) 02:00</p> <p><b>Practical Duration</b> (hh:mm) 02:00</p> <p><b>Corresponding NOS Code</b> HSS/N9606, 9603, 8705</p>	<ul style="list-style-type: none"> <li>Enumerate patient's rights</li> <li>Discuss the role of Diabetes educator in maintaining patient's rights</li> </ul>	E-modules and visit to healthcare organization
30	<p><b>Counselling of Diabetic and Prediabetic Patients</b></p> <p><b>Theory Duration</b> (hh:mm) 07:00</p> <p><b>Practical Duration</b> (hh:mm) 08:00</p> <p><b>Corresponding NOS Code</b> HSS/N8705, 8703</p>	<ul style="list-style-type: none"> <li>Explain importance of treatment for the Diabetic patient</li> <li>Explain the importance of routine health check up in the high risk patients (pre diabetic patients)</li> <li>Explain the importance of keeping the records of blood sugar levels by patient or their carers</li> <li>Explain the importance of taking balanced diet and medicines in collaboration</li> <li>Explain the importance of keeping the check on other body parts also.</li> <li>Explain the importance of checking the dose of the medicines or insulin</li> <li>Explain the importance of the regular follow ups with the physician</li> </ul>	E-modules and visit to healthcare organization
31.	<p><b>Soft Skills and Communication</b></p>	<ul style="list-style-type: none"> <li>Learn problem solving</li> <li>Understand need for customer</li> </ul>	Case studies

S.No	Module	Key Learning Outcomes	Equipment Required
	<p><b>Theory Duration</b> (hh:mm) 06:00</p> <p><b>Practical Duration</b> (hh:mm) 04:00</p> <p><b>Corresponding NOS Code</b> HSS/ N 8705, 9601</p>	<p>service and service excellence in Medical service</p> <ul style="list-style-type: none"> <li>Understand work ethics in hospital set up</li> <li>Learn objection handling</li> <li>Learn Telephone and Email etiquettes</li> </ul>	
	<p><b>Total Duration</b></p> <p><b>Theory Duration</b> (hh:mm) <b>135:00</b></p> <p><b>Practical Duration</b> (hh:mm) <b>105:00</b></p> <p><b>OJT Duration</b> (hh:mm) <b>120:00</b></p>	<p><b>Unique Equipment Required:</b></p> <p>Bed with mattress, Patient Side Locker, Back Rest, Foot Step, Cardiac Table, Bed Sheet, Blanket, Pillow with Pillow Cover, I V Set-up, Oxygen Cylinder with Connector, Key, Face Mask and tubing, Tourniquet, Enamel Basin, Rubber Sheet 2 x 2 Mts, Tongue depressor, Foot Care set up, Eye Care set up, Alcohol swabs, Blood glucose monitors, Blood glucose test strips, Control solutions, Test tubes, Insulin Pens, Lancets, Urine test cans, Goggles, Syringe with needle, sterile 1 cc or less, each, Syringe with needle, sterile 2 cc, each, Syringe with needle, sterile 3 cc, each, Syringe with needle, sterile 5 cc or greater, each, Torch, Glasses, Mortar and Pestle, Diabetes Socks, Shaving Kit, Infusion Pump. Insulin Syringe, List of essential medicines, Air Cushion, Sand Bag, Fire Extinguisher 5 KG ABC type, Weighing Machine, Oral care Set, Insulin Syringe Pump, Pre Filled Insulin, Vial Insulin, Glucometer, Glucose Strips, Replacement battery, Glucose drink or powder, Scissor, Nail Cutter, Nail Filer, Steel Plate, Steel Glass, Steel Bowl, Spoon, Steel Jug, Bath Tub, Measuring Glass, Sample Oral Medicine with clearly visible expiry, MFG other relevant details, Sample Insulin with all the variations (HIR, HIN) etc, Sample insulin available in, vials and pre filled cans, Full Body Mannequin – Basic, CPR Mannequin, Airway Mannequin, Ambu Bag with Mask (Adult), AED Trainer with Adult Pad, Male Multi Venous IV Arm, Advanced Male and Female, Catheterization Kit, Wound care Model Anatomical, Sample forms &amp; formats, Gloves (disposable) – packet, Gloves (surgical) – packet, Liquid Soap Bottle, Mask – packet, Shoe Cover – packet, Hair Cap – packet, Mackintosh, Sponge Cloth, Wet Wipes – packet, Comb, Tooth Brush, Toothpaste, Hair Oil, Shampoo Bottle, Bath Soap, Talcum powder, Visit to a center for understanding of Prosthetic Aids available for diabetic patients, Bio degradable Plastic Bags (Red, Blue, Black and Yellow 10 each)with dustbins, Uro bag, Sample Collection Bottle, Gauze Piece (4X4), Betadine Solution Bottle, Cotton Rolls</p> <ul style="list-style-type: none"> <li>Normal Saline Bottle, Micropore, Registers (attendance 2, record book 2,) Pens, Pencil Erasers,, Sharpeners, Marker pens 10 each, charts paper, drawing board etc, Duster, Paper (Ream of 500), Cleaning Solution (Colin), Syringe 50 cc/ml, Flip charts on diabetes prevention &amp; management, Hot Water Bottle, Ice caps, Folley's catheter, Ryle's tube, Desktop, Intel Core I3, with 2 GB Ram, 500 GB Hard Disk with accessories with internet facility, T V Monitor 42 Inch LCD TV / LCD Projector, White Board, Extension Cord, Speakers 40 Watt set of two, Printer with Scan and copy function Wi fi with economical printing</li> </ul> <p><b>Class Room equipped with following arrangements:</b></p> <ul style="list-style-type: none"> <li>Interactive lectures &amp; Discussion</li> <li>Brain Storming</li> <li>Charts &amp; Models</li> <li>Activity</li> <li>Video presentation</li> </ul>	

S.No	Module	Key Learning Outcomes	Equipment Required
		<p><b>Skill lab equipped with following arrangements:</b></p> <ul style="list-style-type: none"> <li>• Unique equipment as enlisted at the last</li> <li>• Practical Demonstration of various functions</li> <li>• Case study</li> <li>• Role play</li> </ul> <p><b>Visit to Diagnostic Center &amp; Hospital</b></p> <ul style="list-style-type: none"> <li>• Field assignment</li> </ul>	

**Grand Total Course Duration: 360:00 Hours (240 Hours for Class Room & Skill Lab Training + 120 Hours OJT/Internship/Clinical or Laboratory Training)**

*(This syllabus/ curriculum has been approved by SSC: Healthcare Sector Skill Council)*

## Trainer Prerequisites for Job role: “Diabetes Educator” mapped to Qualification Pack: “HSS/Q8701 version 1.0”

Sr. No	Area	Details
1	<b>Description</b>	To deliver accredited training service, mapping to the curriculum detailed above, in accordance with the Qualification Pack “HSS/Q8701”.
2	<b>Personal Attributes</b>	Aptitude for conducting training, and pre/ post work to ensure competent, employable candidates at the end of the training. Strong communication skills, interpersonal skills, ability to work as part of a team; a passion for quality and for developing others; well-organised and focused, eager to learn and keep oneself updated with the latest in the mentioned field.
3	<b>Minimum Educational Qualifications</b>	<ul style="list-style-type: none"> <li>• MBBS with one year of experience in diabetes counselling</li> <li>Or</li> <li>• B.Sc. nursing/ GNM with three years of experience in diabetes counselling</li> <li>Or</li> <li>• Health worker with five years of experience in diabetes counselling</li> <li>Or</li> <li>• B.Sc. home science with 1 year of dietetics experience (dietician/Nutritionist).</li> </ul>
4a	<b>Domain Certification</b>	Certified for Job Role: “Diabetes Educator” mapped to QP: “HSS/Q8701 version 1.0” with scoring of minimum 85%.
4b	<b>Platform Certification</b>	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “SSC/Q1402” with scoring of minimum 90%.
5	<b>Experience</b>	<p>Minimum 2 years site experience with Diabetic and Endocrinology department or or MBBS with two year of experience working with Diabetic Patients under Endocrinologist</p> <p>Or</p> <p>Minimum 3 years site experience for Diabetes Educator Level 4 certified Diabetes Educator <u>HSS/Q8701, version 1.0</u></p>

## Annexure: Assessment Criteria

Assessment Criteria for Diabetes Educator	
Job Role	Diabetes Educator
Qualification Pack Code	HSS/Q8701, version 1.0
Sector Skill Council	Healthcare Sector Skill Council

Sr. No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5.	To pass the Qualification Pack, every trainee should score as per assessment grid.
6.	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

Skills Practical and Viva (80% weightage)	
	Marks Allotted
Grand Total-1 (Subject Domain)	400
Grand Total-2 (Soft Skills and Communication)	100
Grand Total-(Skills Practical and Viva)	500
Passing Marks (70% of Max. Marks)	350
Theory (20% weightage)	
	Marks Allotted
Grand Total-1 (Subject Domain)	80
Grand Total-2 (Soft Skills and Communication)	20
Grand Total-(Theory)	100
Passing Marks (50% of Max. Marks)	50
Grand Total-(Skills Practical and Viva + Theory)	600
Overall Result	Criteria is to pass in both theory and practical individually. If fail in any one of them, then candidate is fail
Detailed Break Up of Marks	Skills Practical & Viva
Subject Domain	Pick any 2 NOS each of 200 marks totaling 400

Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (400)	Out Of	Marks Allocation	
				Viva	Skills Practical
1.HSS/ N 8701 (Assess goals for diabetic and pre diabetic)	PC1. Compile and collect relevant information from different sources including family history, medical records and patient interview	200	100	50	50
	PC2. Appreciate and understand the significant impact of various lifestyle and health practises on management of diabetes		50	40	10
	PC3. Appreciate the need to individulaise the patient profile to analyse data from the perspective of age, gender, race and general health conditions		50	50	0
	<b>Total</b>	200	140	60	
2. HSS/ N 8702 (Set and plan goals for diabetic/pre diabetic patients)	PC1. Engage patient to set mutually agreeable goals	200	30	10	20
	PC2. Express goals in clearly defined terms with measurable outcomes		20	20	0
	PC3. Ensure that goals are :-				
	a) Consistent with accepted diabetes practices and guidelines		20	20	0
	b) Developed in consideration with the resources available to the patient		30	30	0
	c) Appropriate as per the clients general state of health		20	20	0
	d) Balanced between risk and benefits of the patient's health		40	20	20
	PC4. Identify and describe specific instructional strategies to be used as per patient's preferances, culture, and lifestyle, skills, abilities and learning style		40	30	10
<b>Total</b>	200	150	50		
3.HSS/ N 8703(Implement and evaluate the performance of treatment plan	PC1. Use different interventional strategies for teaching and educating the patient that are appropriate with the learner's age, learning style and skills	200	100	50	50
	PC2. Assess the continuum of outcomes including behavioural, clinical, health status and learn to demonstrate behaviour change in individuals with or at risk of diabetes		50	30	20
	PC3. Identify and address the basic and advanced diabetes self management skills to improve patient safety and survival		50	40	10
	<b>Total</b>	200	120	80	
4. HSS/ N 8704 (	PC1. Follow detailed process of documentation of	200	100	50	50

Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (400)	Out Of	Marks Allocation	
				Viva	Skills Practical
Document the patient record and follow up activities	clinical and DSME related to records				
	PC2. Be abreast with various norms and legislation related to management of health and clinical records		50	30	20
	PC3. Organize information in standardised formats to facilitate subsequent usage for epidemiological studies or economic analysis		50	50	0
	<b>Total</b>		200	130	70
5. HSS/ N 8705 (Educate the patient about insulin administration)	PC1. Educate the patient on the availability of insulin in vials or prefilled pen device	200	10	5	5
	PC2. Educate the patient on checking the name of the insulin and dose against the patient's insulin prescription chart		20	10	10
	PC3. Educate the patient to ensure that insulin is correctly stored and its expiry date		20	10	10
	PC4. Educate the patient on checking the patient's blood glucose level and recording the result		20	10	10
	PC5. Educate the patient on the preparation of the insulin syringe or pen device		20	10	10
	PC6. Ensure that the patient should know how to draw up the correct dose of insulin into an insulin syringe or correctly use a pen device		20	10	10
	PC7. Educate the patient on selecting and examining injection sites for lipodystrophy (lump areas)		20	10	10
	PC8. Educate the patient on how to raise the skin and insert the needle properly by depressing the insulin syringe or pen device and holding in place for a count of 10		20	10	10
	PC9. Educate the patient on removing the needle and insulin syringe or device and depositing it safely		10	5	5
	PC10. Ensure that the patient should know how to record the dose, timing and site of injection on a chart and initial		20	10	10
	PC11. Educate the patient on the use of a blood glucose meter to monitor blood glucose and interpret the result		20	10	10
<b>Total</b>		200	100	100	
<b>Soft Skills and Communication</b>		<b>Pick any one NOS each carrying 100</b>			

Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (400)	Out Of	Marks Allocation	
				Viva	Skills Practical
7.HSS/ N 9601 (Collate and communicate Health Information )	PC1. Respond to queries and information needs of all individuals	100	10	10	0
	PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics		20	10	10
	PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them		20	10	10
	PC4. Utilise all training and information at one's disposal to provide relevant information to the individual		10	2	8
	PC5. Confirm that the needs of the individuals have been met		10	2	8
	PC6. Adhere to guidelines provided by one's organization or regulatory body relating to confidentiality		10	10	0
	PC7. Respect the individuals need for privacy		10	5	5
	PC8. Maintain any record required at the end of the interaction		10	5	5
	<b>Total</b>			100	54
HSS/ N 9603 (Act within the limits of one's competence and authority)	PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice	100	10	5	5
	PC2. Work within organisational systems and requirements as appropriate to one's role		20	10	10
	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority		20	10	10
	PC4. Maintain competence within one's role and field of practice		10	10	0
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice		10	5	5
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		10	5	5
	PC7. Identify and manage potential and actual risks to the quality and safety of practice		10	5	5
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements		10	5	5
	<b>Total</b>			100	55
HSS/ N 9606 (Maintain a safe,	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and	100	10	10	0

Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (400)	Out Of	Marks Allocation	
				Viva	Skills Practical
healthy, and secure working environment)	security requirements				
	PC2. Comply with health, safety and security procedures for the workplace		10	8	2
	PC3. Report any identified breaches in health, safety, and security procedures to the designated person		10	8	2
	PC4. Identify potential hazards and breaches of safe work practices		10	5	5
	PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority		10	5	5
	PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected		10	5	5
	PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently		20	10	10
	PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person		10	5	5
	PC9. Complete any health and safety records legibly and accurately		10	5	5
	<b>Total</b>			100	61
<b>Detailed Break Up of Marks</b>	<b>Theory</b>				
<b>Subject Domain</b>	<b>Select any 40 PCs each carrying 2 marks totaling 80</b>				

Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Marks Allocation
		Theory
1.HSS/ N 8701 (Assess goals for diabetic and pre diabetic)	PC1. Compile and collect relevant information from different sources including family history, medical records and patient interview	2
	PC2. Appreciate and understand the significant impact of various lifestyle and health practises on management of diabetes	2
	PC3. Appreciate the need to individualise the patient profile to analyse data from the perspective of age, gender, race and general health conditions	2
2. HSS/ N 8702 (Set and plan goals for diabetic/pre diabetic patients)	PC1. Engage patient to set mutually agreeable goals	2
	PC2. Express goals in clearly defined terms with measurable outcomes	2
	PC3. Ensure that goals are :-	2
	a) Consistent with accepted diabetes parctises and guidelines	2
	b) Developed in consideration with the resources available to the patient	2
	c) Appropriate as per the clients general state of health	2
	d) Balanced between risk and benefits of the patient's health	2
PC4. Identify and describe specific instructional strategies to be used as per patient's preferances, culture, and lifestyle, skills, abilities and learning style	2	
3.HSS/ N 8703(Implement and evaluate the performance of treatment plan)	PC1. Use different interventional strategies for teaching and educating the patient that are appropriate with the learner's age, learning style and skills	4
	PC2. Assess the continuum of outcomes including behavioural, clinical, health status and learn to demonstrate behaviour change in individuals with or at risk of diabetes	4
	PC3. Identify and address the basic and advanced diabetes self management skills to improve patient safety and survival	4
3.HSS/ N 8704 Document the patient record and follow up activities	PC1. Follow detailed process of documentation of clinical and DSME related to records	4
	PC2. Be abreast with various norms and legislation related to management of health and clinical records	2
	PC3. Organize information in standardised formats to facilitate subsequent usage for epidemiological studies or economic analysis	2
3.HSS/ N 8705 (Educate the patient about insulin administration)	PC1. Educate the patient on the availability of insulin in vials or prefilled pen device	4
	PC2. Educate the patient on checking the name of the insulin and dose against the patient's insulin prescription chart	4
	PC3. Educate the patient to ensure that insulin is correctly stored and its expiry date	4
	PC4. Educate the patient on checking the patient's blood glucose level and recording the result	4
	PC5. Educate the patient on the preperation of the insulin syringe or pen device	4
	PC6. Ensure that the patient should know how to draw up the correct dose	2

Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Marks Allocation
		Theory
	of insulin into an insulin syringe or correctly use a pen device	
	PC7. Educate the patient on selecting and examining injection sites for lipodystrophy (lump areas)	4
	PC8. Educate the patient on how to raise the skin and insert the needle properly by depressing the insulin syringe or pen device and holding in place for a count of 10	2
	PC9. Educate the patient on removing the needle and insulin syringe or device and deposing it safely	2
	PC10. Ensure that the patient should know how to record the dose, timing and site of injection on a chart and initial	4
	PC11. Educate the patient on the use of a blood glucose meter to monitor blood glucose and interpret the result	4
<b>Grand Total-1 (Subject Domain)</b>		<b>80</b>
<b>Soft Skills and Communication</b>	<b>Select any 10 PCs each carrying 2 marks totaling 20</b>	
3.HSS/ N 9061 (Collate and communicate Health Information )	PC1. Respond to queries and information needs of all individuals	0
	PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics	0
	PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them	0
	PC4. Utilise all training and information at one's disposal to provide relevant information to the individual	2
	PC5. Confirm that the needs of the individuals have been met	0
	PC6. Adhere to guidelines provided by one's organization or regulatory body relating to confidentiality	0
	PC7. Respect the individuals need for privacy	2
	PC8. Maintain any record required at the end of the interaction	2
3.HSS/ N 9603 (Maintain a safe, healthy, and secure working environment)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	0
	PC2. Comply with health, safety and security procedures for the workplace	0
	PC3. Report any identified breaches in health, safety, and security procedures to the designated person	2
	PC4. Identify potential hazards and breaches of safe work practices	2
	PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority	2
	PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected	0
	PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently	2

Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Marks Allocation
		Theory
	PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person	0
HSS/ N 9606 (Maintain a safe, healthy, and secure working environment)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	0
	PC2. Comply with health, safety and security procedures for the workplace	0
	PC3. Report any identified breaches in health, safety, and security procedures to the designated person	2
	PC4. Identify potential hazards and breaches of safe work practices	0
	PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority	0
	PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected	2
	PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently	0
	PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person	0
	PC9. Complete any health and safety records legibly and accurately	2
	<b>Total</b>	<b>20</b>