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Changing the Face of Diabetes Education at Lehigh Valley Health Network—Creation of a New Resource for Late Adolescents and Young Adults with Type 1 Diabetes

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Introduction

The incidence of Type 1 Diabetes (formerly called IDDM) is steadily increasing and while most commonly diagnosed in early childhood and adolescence, many more patients are being diagnosed as young adults. Many patient education resources exist for children and families of children with Type 1 diabetes (DM) however, there are few designed for young adults. It is reasonable to assume the educational needs of young children are very different from the needs of the young adult. Effective education has been shown to improve outcomes and prevent complications leading to a better quality of life for patients living with diabetes.³

Problem Statement

LVHN currently lacks a comprehensive educational resource for late adolescents and young adults (16-30) with Type 1 DM, so a new resource was created to meet this need for this special population.

Methods

A team including diabetes educators, patient education specialists, and young adults with diabetes determined the most important aspects of daily life with Type 1 DM. These were used to plan the contents of each chapter. A comprehensive literature review since 2010 was performed to ensure any monitoring and treatment guidelines were in alignment with current clinical practice guidelines. After drafting each chapter it is reviewed by diabetes educators and patient education specialists and sent for simultaneous graphic design and layout. Additionally, each revision is tested for readability with a target of an eighth grade reading level. Once laid out, the team meets and thoroughly reviews the chapter for publication.

Results

A total of seven chapters were created (Appendix 1: Table of contents). Readability was assessed using the Flesch Reading Ease method. A network determined score of 70 or greater was the established requirement to be acceptable for the 16-30 age range. Over the course of the year all text was written. Two chapters are set for final publication, two are in the process of formatting layout and graphics, and the text of the final three is in review/revision prior to initial publication.

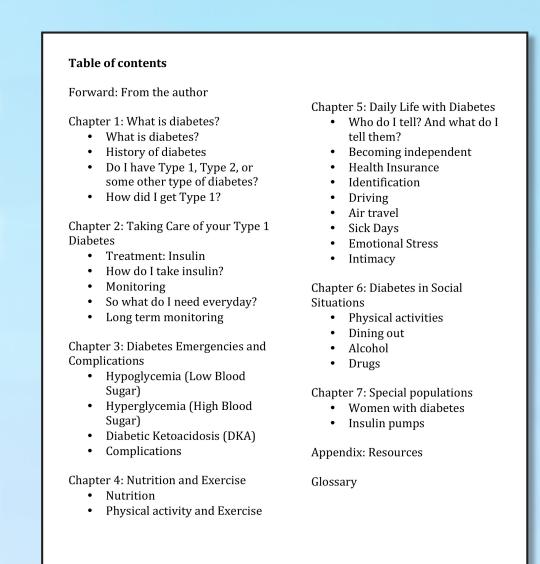
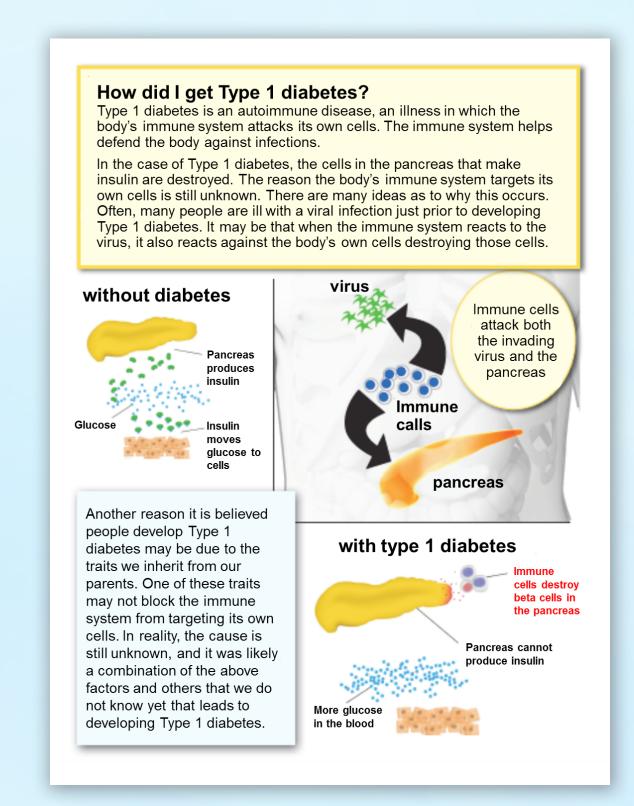
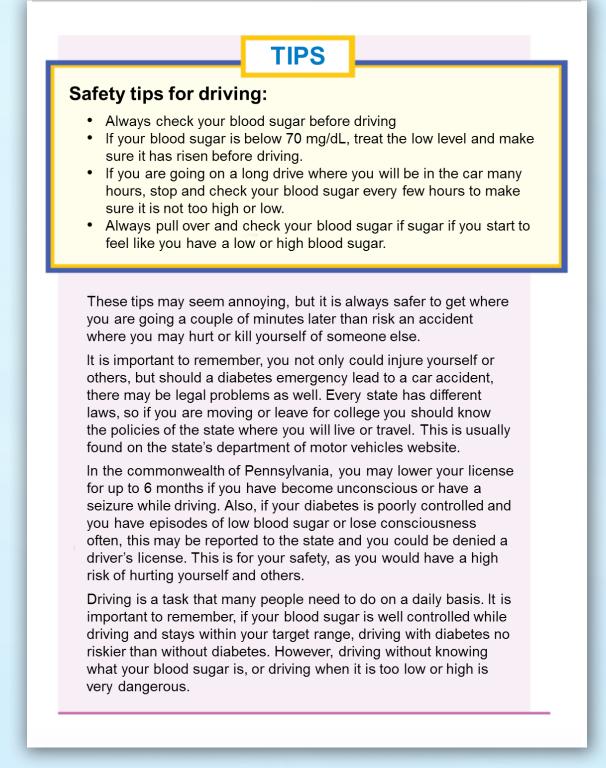
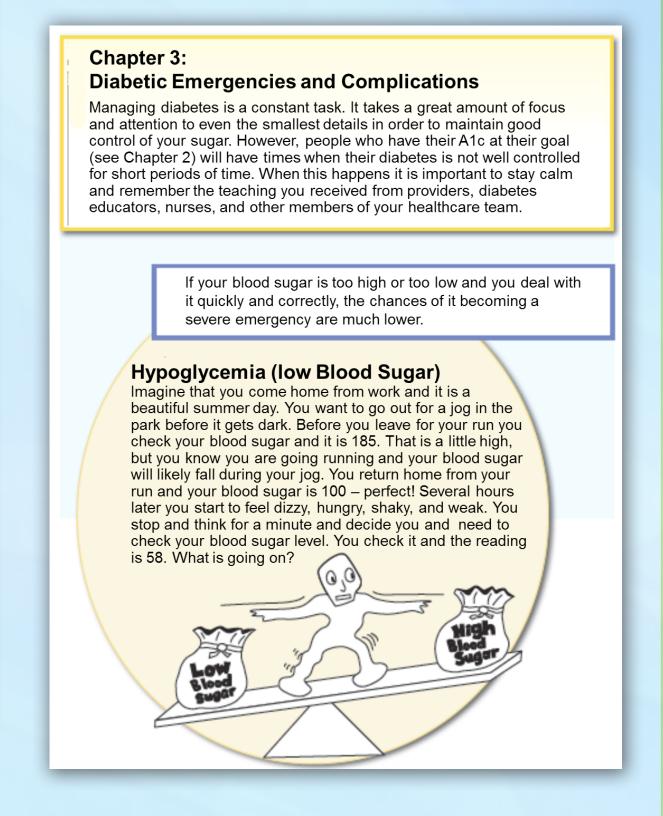


Table 1: Readability scores of each chapter from first draft submitted and most recent versions of chapters to date in various stages of production.

	First Draft of Readability Scores			Reading Scores to Date		
	Flesch Reading Ease Score	Averae Age Level	Averae Grade Level	Flesch Reading Ease Score	Average Level	Average Grade Level
Chapter 1	55	15	9.9	57	16	10.9
Chapter 2	58	16.4	11.2	66	14.4	9.2
Chapter 3	58	15.4	10.2	61	14.9	9.6
Chapter 4	60	16.3	11.1	65	15.1	9.8
Chapter 5	58	16.3	11.1	61	15.9	10.6
Chapter 6	53	17	11.7	54	16.7	11.3
Chapter 7	Pending			Pending		







Conclusion & Future

Upon final completion, the resource will be reviewed by two or three young Type 1 DM adults, independent of the team, for feedback prior to distribution. After implementation of this new resource, future study on its potential impact on quality metrics will be feasible.

References:

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