

Daniel Tilden, M.D.

M.P.H. Candidate, Epidemiology Track

daniel.r.tilden.1@vanderbilt.edu

Practicum Site: Vanderbilt University Medical Center -
Eskind Pediatric Diabetes Clinic

Practicum Site Supervisor: Cindy Lybarger, A.P.R.N., C.D.E.

Development of an Evidence-Based Curriculum to Support Successful Transitions for Young Adults with Type 1 Diabetes from Pediatric to Adult Care

Keywords: Transition, Type 1 Diabetes, Curriculum



Introduction: Emerging adults (ages 18-30 years) with type 1 diabetes mellitus (T1D) are a vulnerable group among those with this chronic disease. Despite longstanding guidelines for optimizing care at the transition from pediatric to adult care, the trend of worsening glycemic control among this population persists. Therefore, the Eskind Diabetes Clinic at Vanderbilt is iteratively developing evidence-based educational modules to prepare pediatric patients for transition to adult care to improve patient outcomes

Methods: First, a literature review was performed to collect and organize guidelines, educational tools and curricula for patients at the pediatric to adult transition. Next, pediatric clinic faculty and staff were interviewed to understand their current resources and systems for transition preparation visits. Based on these findings, an initial curricular outline was developed along with several individual lesson plans. Feedback was then obtained from key stakeholders on these resources to iteratively improve their usability among these providers.

Results: Our literature review yielded 2 diabetes specific guidelines, 3 diabetes specific curriculum resource libraries and 2 more general resources which provided overarching guidelines for transition within patients with chronic disease. These resources were collected and organized, and a curricular outline developed. This outline divides the curriculum into 4 core lessons and 4 supplementary lessons of 30-minutes each which can be delivered in a one-on-one session or as a part of a small group. Session plans were then provided back to educators for iterative refinement.

Conclusions: This work has resulted in an organized resources for transition preparation and a framework for its delivery. This will result in significant improvement in the materials available for these session as well as increase the confidence of nurse educators in addressing these complex challenges. Future work should further refine the modules and assess their effectiveness in improving patient confidence in transition.