

TITLE: Who drops out of DSME programs? An intersectional analysis

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STUDENT SUBMISSION: Yes

TOPIC/TARGET AUDIENCE: Program developers and evaluators, researchers

ABSTRACT: A critical component in diabetes management is diabetes self-management education (DSME). Poor self-management behavior and negative health outcomes are associated with participants that do not complete diabetes education (Gurdiacci et al., 2007). Despite the widespread use of DSME, many do not obtain the wide range of benefits these programs provide due to dropout. Factors associated with dropout can provide valuable information to identify those at higher risk of dropping out of the program. Intersectionality was used to investigate how the intersecting markers of disadvantage, namely race/ethnicity, gender, and age, influence dropout. The analytic plan included a three-phase approach. First, a logistic regression predicted dropout behavior using racial/ethnic identity, gender, and age as independent variables. This main effects model represented an additive approach to modeling dropout rates. For the second phase, two-way statistical interactions between racial/ethnic identity, gender, and age were added to Phase-1 model. Phase-3 extended Phase-2 model further by including a three-way interaction between the independent variables. The results showed individuals in the 18-44 and 45-64 age categories were more likely to drop out compared to individuals in the 65+, especially participants from racial/ethnic minorities. Intersectionality partially helped explain the results from this research study.

OBJECTIVE(S): Discuss factors that influence drop out rates in diabetes self-management education (DSME) programs.
