

Literacy Promotion Training and Implementation in Residency Continuity Clinics

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Background

- Reach Out and Read (ROR) is an evidence-based early childhood program that encourages literacy promotion (LP)
- The American Academy of Pediatrics has endorsed Literacy Promotion as “essential.”
- Many of ROR’s sites are based in resident continuity clinics
- Frequently, trainees go on to establish programs in their new clinics after finishing residency.
- Lack of national level data on LP training

Objective

Describe the training experiences and associated LP behaviors of pediatric and internal medicine/pediatrics residents and faculty.

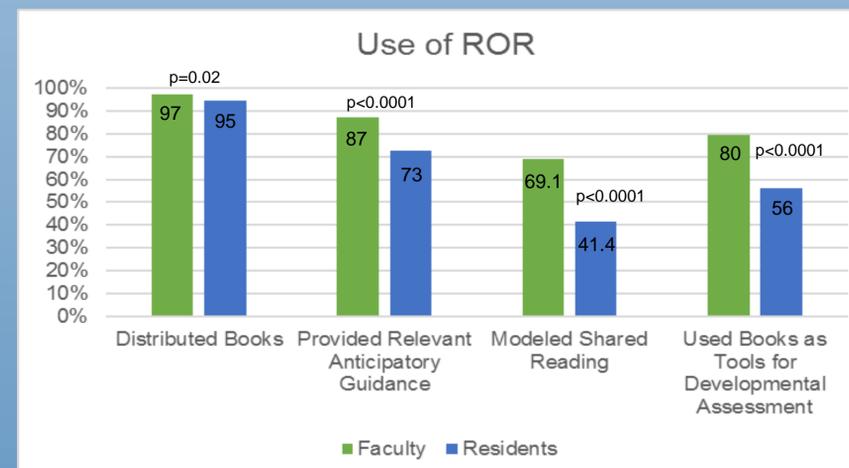
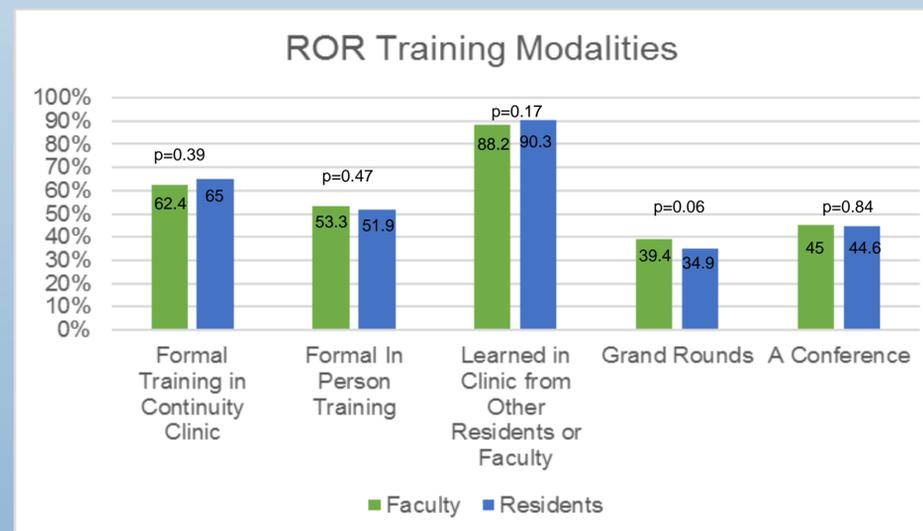
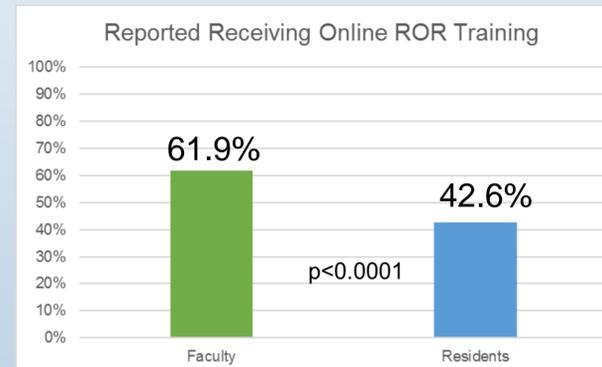
Methods

Design: Anonymous cross-sectional survey of pediatric residents and faculty in a large national pediatric research network, CORNET.

Analysis:

- Descriptive statistics to report on practice demographics, and respondent demographics for faculty and residents.
- Frequencies to report on the proportion of faculty and residents selecting a given response for each question on ROR exposure, training, fidelity to the model, and perceptions of importance of ROR.
 - Questions were dichotomized as >81% of the time vs. <= 81% of the time.
- Chi square used to test for differences in reported proportions between faculty and residents.

Results



- 1,695 doctors (473 faculty and 1,216 residents) at 42 institutions.
- Most respondents (90%) reported learning LP from the other doctors in their clinic.
- More faculty than residents reported completing online modules (62% vs 42.6%, $p<0.0001$)
- No difference between the percentage of faculty and residents who reported other training modalities
- Faculty were more likely to report
 - Regularly giving out books ($p=0.02$)
 - Providing relevant anticipatory guidance ($p<0.0001$)
 - Modeling shared reading ($p<0.0001$)
 - Using books as tools for developmental assessment ($p<0.0001$)

Conclusions

Literacy Promotion (LP) training in residents’ clinics often occurs 1-on-1. Faculty members are more likely to have done the ROR online training, and to engage in a range of recommended LP activities than residents.

Implications

- This is the first study to describe ROR training in residency programs and fidelity to implementation of the ROR model.
- Data demonstrate significant variability in fidelity to the ROR model as well as variability in ROR training for both faculty and residents.
- Significant room for improvement in faculty and resident implementation of ROR is identified.