Literacy Promotion Training and Implementation in Residency Continuity Clinics

Elizabeth Erickson, MD\(^1\), Alexandria Caldwell, DO\(^2\), Nikki Shearman, PhD, M. Connor Garbe, MPH\(^3\), Holly Tyrrell, MSSW\(^3\), Iman Sharif, MD\(^4\), Robert Needlman, MD\(^5\), and Marny Dunlap, MD\(^2\)

\(^1\)Department of Pediatrics, Duke University, Durham NC; \(^2\)Department of Pediatrics, Oklahoma University, Kansas City, OK; \(^3\)CORNET, Academic Pediatric Association; \(^4\)Department of Pediatrics, NYU Langone, New York, NY

**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.