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 intervention that encourages literacy promotion (LP)
- The American Academy of Pediatrics has endorsed Literacy Promotion as "essential."
- Many ROR's sites are based in resident continuity clinics
- Frequently, trainees go on to establish programs in their new clinics after finishing residency, yet we lack national level data on LP training

Objective

To 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 (Continuity Research Network).

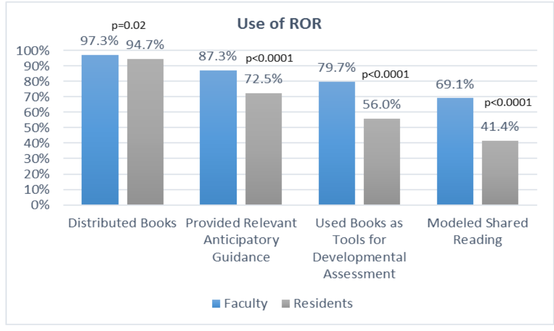
Analysis:

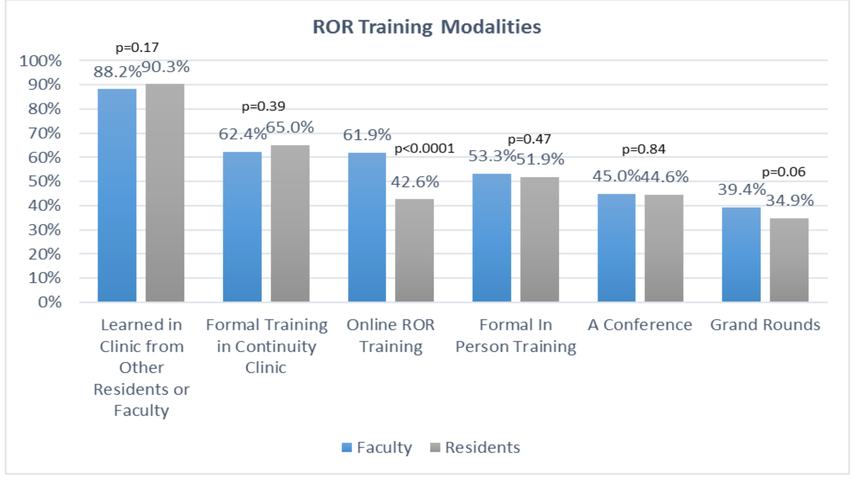
- Descriptive statistics to report on practice demographics and respondent demographics for faculty and residents.
- Frequencies to report on the proportion of faculty and residents selecting a given response for each question on ROR exposure, training, fidelity to the model, and perceptions of importance 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

Respondent Characteristics	% (n)
Resident	72.0 (1216)
Faculty	28.0 (473)
Residency type (among residents)	
Pediatrics	88.4 (1064)
Internal and Pediatrics	11.6 (140)
Residency year (among residents)	
Intern	28.4 (342)
2nd year	32.8 (394)
3rd year	34.9 (419)
4th year	3.9 (47)
Faculty roles (among faculty)	
Resident CC director	15.6 (74)
ROR champion	14.6 (69)
Resident CC preceptor	74.4 (352)
CORNET contact	7.2 (34)
Other	13.1 (62)

Estimated insurance of clinic patients	Mean (SD)
Self-Pay/Uninsured	5.3 (7.5)
Private	19.7 (22.4)
Medicaid/HMO Medicaid	70.4 (22.7)
S-Chip	8.8 (8.7)
Tricare	1.8 (2.4)
Other	0.6 (1.6)
Clinic Setting	% (n)
Urban	79.4 (54)
Suburban	13.2 (9)
Rural	7.4 (5)





- 1,695 doctors (473 faculty, 1,216 residents) at 42 institutions and over 80 ROR sites.
- **More faculty than residents reported completing online training modules (62% vs 42.6%, p<0.0001)**
- Most respondents (90%) reported learning LP from the other doctors in their clinic.
- 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)
- No difference between the percentage of faculty and residents who reported other training modalities

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.
- Data demonstrate significant variability in fidelity to the ROR model as well as variability in ROR training for both faculty and residents.

Implications

- First national study to describe ROR training in residency programs and fidelity to implementation of the ROR model.
- Significant room for improvement in faculty and resident implementation of ROR is identified.

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TITLE: Literacy Promotion Training and Implementation in Residency Continuity Clinics

Background: The American Academy of Pediatrics has endorsed Literacy Promotion (LP) as “essential.” However, we lack national-level data on training in LP and the relationship between training and implementation.

Objective: The purpose of this study is to describe the training experiences and associated LP behaviors of pediatric and internal medicine/pediatrics residents and faculty.

Design/Methods: The Academic Pediatric Association’s Continuity Research Network (CORNET), together with Reach Out and Read (ROR) National Center, sent an anonymous online survey to faculty and residents at participating CORNET clinics. Data were analyzed using descriptive statistics and chi square tests.

Results: We received data from 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 the online ROR training modules (62% vs 42.6%, p<0.0001), however their training experiences did not differ in other respects. Compared to the residents, faculty were more likely to report regularly giving out books (97% vs 95%, p=0.02); providing relevant anticipatory guidance (87% vs 73%, p<0.0001); modeling shared reading (69.1% vs 41.4%, p<0.0001); and using books as tools for developmental assessment (80% vs 56%, p<0.0001).

Conclusion(s): 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. These data have implications for resident and faculty training in LP.

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Participate in a CME Activity | Hollyce Tyrrell: Agreement to Participate in a CME Activity | Robert Needlman: Agreement to Participate in a CME Activity | Marny Dunlap: Agreement to Participate in a CME Activity **Disclosure of Financial Relationship:** Alexandria Caldwell: No - Financial Interest | Elizabeth Erickson: Yes - Financial Interest;DynaMed:Consultancy | Nikki Shearman: No - Financial Interest | Iman Sharif: No - Financial
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