

Assessing Early Literacy Promotion Training and Behaviors Across a Pediatric Residency Program

Melissa Coward, MD, PharmD (UCLA), Christine Thang, MD (UCLA)

Background: Literacy promotion is an essential component of primary care pediatric practice. The Reach Out and Read (ROR) model is an evidence-based literacy promotion intervention, endorsed by the American Academy of Pediatrics, that increases positive attitudes towards reading, improves parent-child interactions, improves home literacy environments and improves receptive and expressive language.¹⁻⁶ This quality improvement project was designed to illustrate the current early literacy promotion training experiences and behaviors of pediatric and internal medicine/pediatrics residents and faculty at a pediatric residency program.

Methods: A voluntary quality-improvement survey was distributed to pediatric and internal medicine/pediatrics residents and faculty of a pediatric residency program regarding their outpatient clinical practice sites to assess literacy promotion or ROR training, confidence in current skills, ROR site elements, and frequency of various elements of literacy promotion practice.

Results: Thirty-two residents (response rate of 32/110, 29%) and twenty-three attendings (response rate of 23/53, 43%) completed the survey, across seven outpatient pediatric clinical practice sites, of which most respondents reported utilizing Reach Out and Read as part of their early literacy promotion. 46% (24/52) of respondents reported having received formal training on ROR implementation, with the most frequently identified modality being coaching from attendings, co-residents or others in clinic (64%). The majority of respondents (42/49, 86%) felt confident in their ability to implement ROR or similar interventions. 76% (33/43) of respondents reported having sufficient age-appropriate books at their clinic. Most respondents reported providing literacy based anticipatory guidance, but less frequently modeled shared reading, used a book as a tool for developmental assessment, or documented literacy based anticipatory guidance or book distribution.

Conclusion: Early literacy promotion is currently being delivered in various ways across the pediatric residency program, with less than half of respondents having received formal training for ROR implementation, thus highlighting a need for more standardized training. While respondents felt confident in their ability to delivery early literacy promotion or ROR interventions, there appeared to be more emphasis on providing new books and less emphasis on literacy modeling and promotion or creating a literacy-rich environment. Utilizing this baseline data, future QI work will be focused on providing training to current residents and improving standardized intern literacy promotion related clinic orientation training.

References:

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Melissa Coward, MD, PharmD is a third-year resident at the UCLA Pediatric Residency Program. She completed her medical school training as part of a PharmD-MD program at Rutgers Robert Wood Johnson Medical School in New Jersey. Her clinical interests include early literacy promotion, interprofessional care, and medical education.
Email: mcoward@mednet.ucla.edu