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Published In/Presented At

Mulki, A. K. (2015, February 21-22). *Enhancing Family Medicine Resident Knowledge and Care of Patient with Low Health Literacy: An Inpatient Medicine Peer -Teaching Intervention*. Poster presented at: The Innovations in Medical Education Conference, Los Angeles, CA.

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Enhancing Family Medicine Resident Knowledge and Care of Patient With Low Health Literacy: An Inpatient Medicine Peer-Teaching Intervention

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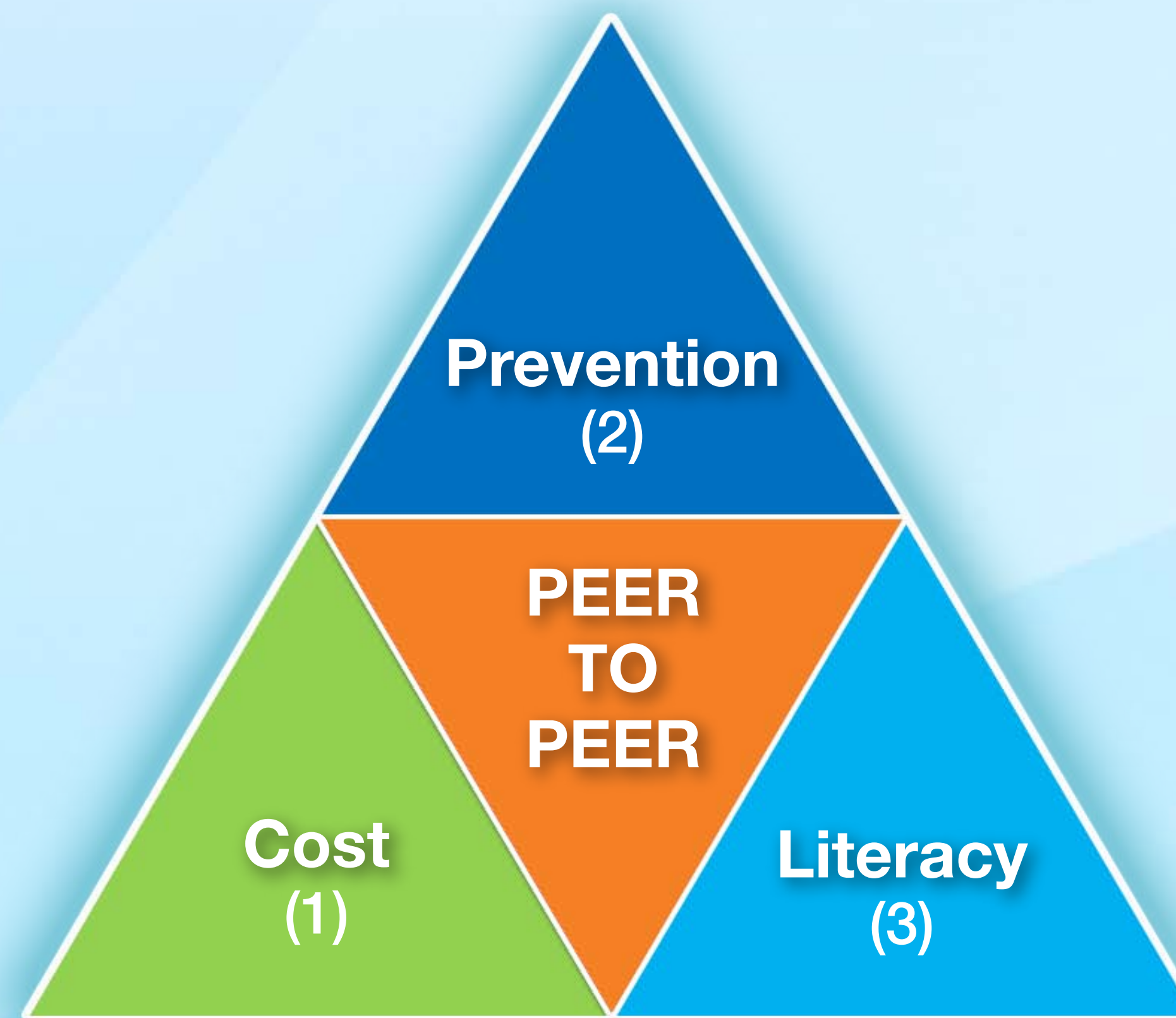
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Rationale

- Learner-centered inpatient teaching is essential for outstanding family medicine residency training.
- Peer-to-peer teaching increases learners' medical knowledge.¹
- With more than 90 million Americans having health literacy challenges, enhancing physician communication abilities is essential.^{2,3}

Impact on the Field

If the pilot is successful, this model could be more formally investigated for enhancing training in a way that links inpatient care with needed outpatient education, especially for patients with low health literacy.



Method

- PGY2 and PYG3 family medicine residents rotating on the inpatient medicine service in August 2014 – January 2015 participated in this pilot (n=10).
- Residents prepared a 15 minute educational presentation specifically addressing 3 questions.
- Residents had access to a compilation of Society of Teachers of Family Medicine (STFM) recommended reading on inpatient medicine.

THREE QUESTIONS

- 1 When would a patient with this condition require hospitalization? (cost)
- 2 What preventative measures/ precautions are recommended for patients to avoid this condition?
- 3 How would you provide health education regarding this condition for patients with low health literacy?

Faculty physicians participated in the peer presentations, provided feedback to resident presenters and contributed additional teaching as needed.

Acknowledgements and References

Acknowledgements:

Special thanks to Dr. Julie Nyquist and Dr. Jeffery Ring for guidance and to Lehigh Valley Family Medicine residents and faculty for their enthusiastic participation in this project.

References:

- 1 Fornari A, Fletcher J, Herbitter C, Boden L, Gold M, "Students as Patients and Teachers: Evaluation of an Experiential Emergency Contraception Project," Family Medicine, Mar 2011, 43(3), 172-8.
- 2 Ali N, Ferguson R, Mitha S, Hanlon A, "Do medical trainees feel confident communicating with low health literacy patients?" Journal of Community Hospital Internal Medicine Perspectives, Apr 2014, 4(2), Available at: <http://www.jchimp.net/index.php/jchimp/article/view/22893>.
- 3 Davis TC, Wolf MS, "Health literacy: implications for family medicine," Family Medicine, Sep 2004, 36(8), 595-8.

Evaluation

- Participation and reaction data is being gathered from residents giving the presentations (teacher role) and from the residents listening to those presentations (learner role).
- Residents who taught are being surveyed about
 - perceived additional learning from their role as teacher; and
 - perceived changes in their own patient education within the inpatient and/or outpatient setting.

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