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Ashwini Kamath Mulki
Lehigh Valley Health Network, Ashwini.Kamathmulki@lvhn.org

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

Ashwini Kamath Mulki MD
Lehigh Valley Health Network, Allentown, PA

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

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

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References:

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.

- 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.

Prevention

PEER TO PEER

Cost

Literacy

Cost

(1)

Literacy

(3)