

Addressing the Gap in Parenting Education for Pediatric Residents: An Interdisciplinary Interactive Curriculum Focused on Parenting Infants

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Introduction:

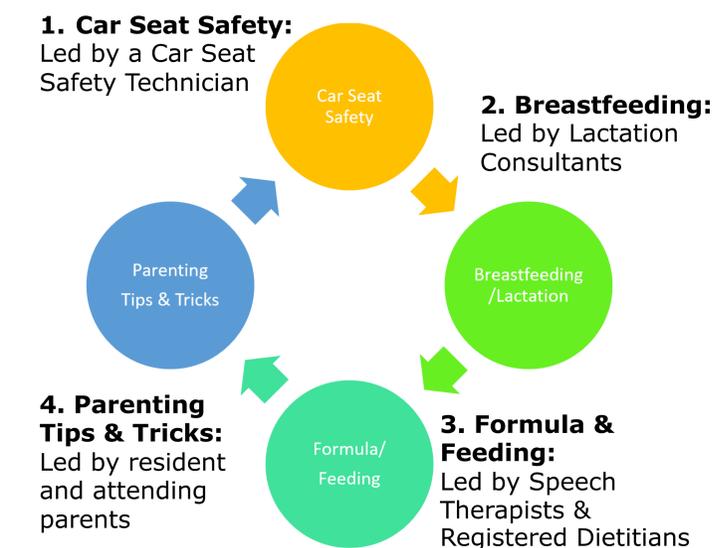
- Pediatric residents are viewed by parents as authorities in parenting and raising children.
- A pediatric residency education should include curricula that addresses this important role.
- This type of education is lacking in current pediatric residencies.
- According to a 2020 survey of Association of Pediatric Program Directors, respondents noted it was "very important" to educate residents about parenting skills, but only 11% rated their program as doing so 'very well'
- A curriculum or avenue of exposure is needed during residency to address this gap.

Goal:

- Create a curriculum to address the gap between pediatric resident training in parenting and expectation of parenting expertise.

Methods: The Workshop

- We created a 2-hour interactive, interdisciplinary infant parenting workshop
- Delivered during the academic half-day.
- The workshop included 4 stations:



Methods: Evaluation

- Residents were given pre- and post-workshop surveys to assess baseline and post-workshop self-reflective competencies.
- 26 pediatric residents completed the pre-workshop survey
- 20 pediatric residents completed the post-workshop survey.

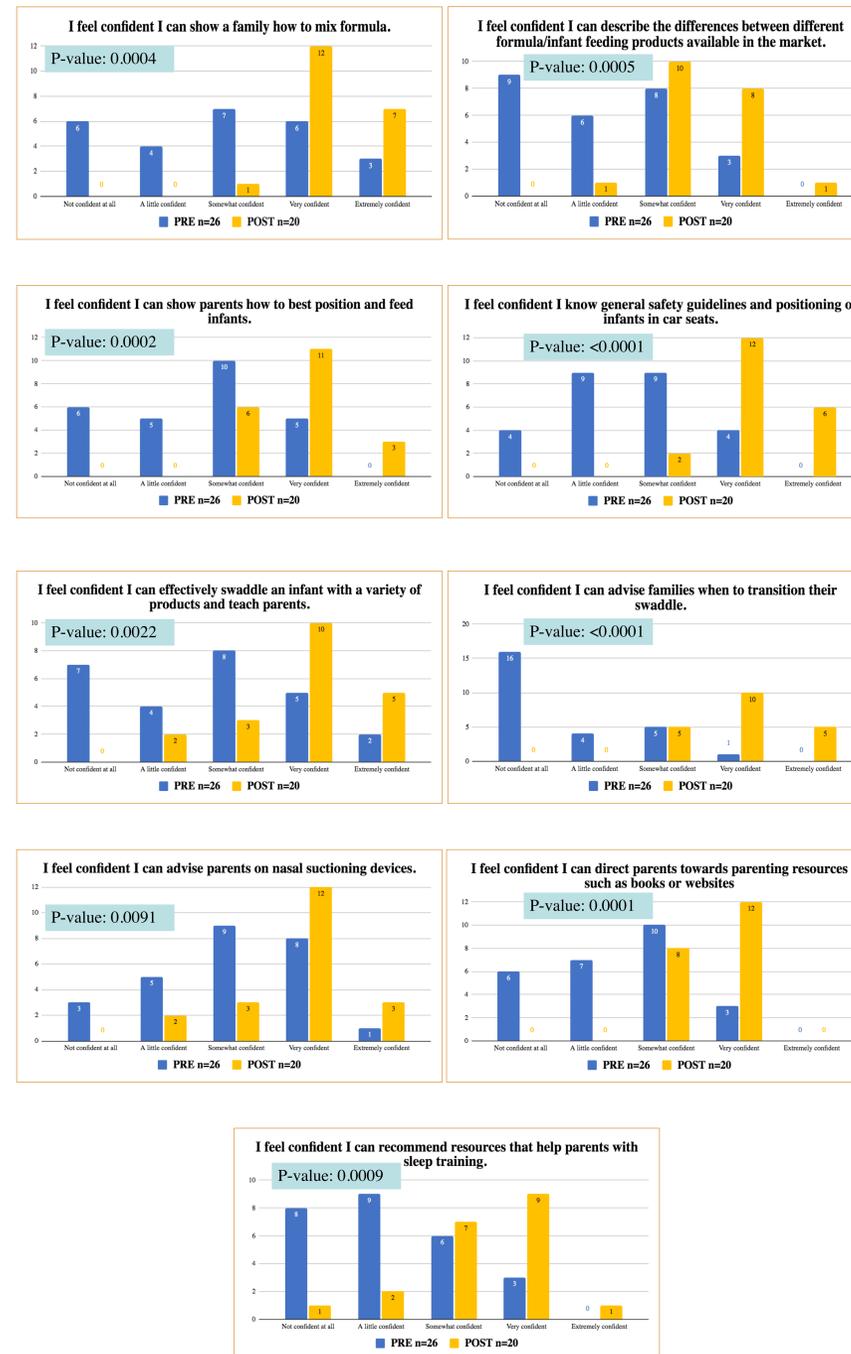
SURVEY QUESTIONS

- 1 I feel confident I can show a family how to mix formula.
- 2 I feel confident I can describe the differences between different formula/infant feeding products available in the market.
- 3 I feel confident I can show parents how to best position and feed infants.
- 4 I feel confident I know general safety guidelines and positioning of infants in car seats.
- 5 I feel confident I can effectively swaddle an infant with a variety of products and teach parents.
- 6 I feel confident I can advise families when to transition their swaddle.
- 7 I feel confident I can advise parents on nasal suctioning devices.
- 8 I feel confident I can direct parents towards parenting resources such as books or websites
- 9 I feel confident I can recommend resources that help parents with sleep training

The Likert Scale for each question

- 1 Not confident at all
- 2 A little confident
- 3 Somewhat confident
- 4 Very confident
- 5 Extremely confident that I could teach it.

Results:



Graphs 1-9: The above graphs document responses from residents obtained in the pre- and post-survey questions. Wilcoxon signed ranked p values for the overall analysis are pictured in their respective graphs. A p-value of <0.05 determined significant difference in Likert scores pre- versus post-tests.

Discussion:

- Overall analysis shows a significant difference in resident self-reported confidence in 9 out of the 9 surveyed objectives.
- When adjusting for post-graduate year, a significant difference in Likert scale scores were found in 7 out of 9 objectives for the PGY1 class.
 - Alternatively, only 1 objective showed a significant difference in the PGY2 class and 3 in the PGY3 class.

Conclusions:

- This infant parenting curriculum offers an interactive multidisciplinary approach to bridging the gap pediatric residents have between anticipatory guidance and realistic, applicable parenting advice.
- Within just one workshop, there is a significant increase in self-reported competencies in topics of infant feeding, car seat safety, and parenting resources. The most significant increase was noted in the intern year class.
- Our program highlights the success of resident small group learning with experts within various fields of pediatrics.

Next steps

1. Integration of this session into the program's 18-month curriculum.
2. Development of similar workshops for toddlers, children, and teenagers.

References:

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