Current State of Training in Autism Spectrum Disorder and Developmental Disabilities Across New York State Psychiatry Training Programs
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BACKGROUND

• Psychiatric management of children with autism spectrum disorder and intellectual disability (ASD/DD) can be complex.

• A recent study found that almost half of directors of child and adolescent psychiatry (CAP) fellows endorsed the need for additional resources for training on ASD/DD (Marrus et al 2014).

• The goal of this system of care project is to evaluate the current status of training in ASD/DD and to identify the specific types of resources that may help to psychiatry training directors in the state of New York.

METHODS

Subjects

• General psychiatry and CAP training directors from Accreditation Council for Graduate Medical Education (ACGME) institutions in New York State were surveyed.

• This included 31 general psychiatry program directors and 16 CAP program directors.

• Directors were emailed a link to the survey in Sept-Oct 2016. The initial email was followed by two reminders email, allowing a total of 3 weeks to respond.

• Respondents were not anonymous as they were instructed to write the name of their program as question #1 of the survey.

• Participation was voluntary and there was no reimbursement.

Survey

• The survey consisted of 7 multiple-choice, 2 multi-select and 2 free response questions for a total of 11 questions (Table 1).

• The survey was programmed using SurveyMonkey.

• Questions focused on the following: (1) educational exposure to ASD/DD through didactics and clinical cases; (2) available clinical settings for clinical exposure; (3) interest in additional resources and (4) preference for type of additional resources.

Data Analysis

• Data were analyzed in Microsoft Excel (2016). Graphs were created using Microsoft Excel.

RESULTS

Table 1: Survey Questions and Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
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<tbody>
<tr>
<td>1. Please write the name of your training program.</td>
<td>Free text box</td>
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<tr>
<td>2. Is your program a child or adult training program?</td>
<td>a. Child and Adolescent Psychiatry (86.7%) b. Adult Psychiatry (10.0%) c. Other (3.3%)</td>
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<td>3. What is the number of didactic lectures related to Autism Spectrum Disorder (ASD) and Developmental Disabilities (DD) given to residents in a given year?</td>
<td>a. 1-10 (55.8%) b. 11-20 (21.0%) c. 21-30 (14.7%) d. 31-40 (13.3%)</td>
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<td>4. What is the average number of clinical cases with ASD/DD that a resident sees in a given year?</td>
<td>a. 1-10 (52.6%) b. 11-20 (16.7%) c. 21-30 (14.7%) d. 31-40 (13.3%)</td>
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<td>5. Do you believe you have a strong program in training for management of ASD/DD?</td>
<td>a. Yes (52.6%) b. No (47.4%)</td>
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<td>6. How many faculty members with clinical expertise in ASD/DD does your program have?</td>
<td>a. 0 (20.0%) b. 1-3 (44.4%) c. 4-6 (24.4%) d. 7-10 (6.7%)</td>
</tr>
<tr>
<td>7. How many faculty members with research expertise in ASD/DD does your program have?</td>
<td>a. 0 (20.0%) b. 1-3 (44.4%) c. 4-6 (24.4%) d. 7-10 (6.7%)</td>
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<tr>
<td>8. Does your program have specialized services for children with ASD/DD? Please select all that apply.</td>
<td>a. Outpatient clinic (60.0%) b. Inpatient unit (13.3%) c. Special education school with opportunities to see students with ASD/DD (26.7%) d. School visit (26.7%) e. Residential unit (13.3%) f. Other (please specify) - free text box</td>
</tr>
<tr>
<td>9. Would you like more resources to strengthen training in ASD/DD?</td>
<td>a. Yes (86.7%) b. No (13.3%)</td>
</tr>
<tr>
<td>10. Which resources would be most useful to your trainees? Please select all that apply.</td>
<td>a. Live in person lectures at specific times and location (56.7%) b. Live online streaming lectures at specific times (50.0%) c. Online video lectures available anytime (50.0%) d. Reading package (46.7%) e. Connection to elective clinical opportunities to work with children with ASD/DD (33.3%)</td>
</tr>
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CONCLUSIONS

• Our results suggest that many training program directors would like more resources to train residents and fellows about ASD/DD.

• Training program directors’ top preference for training curricula was online video lectures. They are also interested in a wide variety of other resources.

• These findings will be discussed with the American Academy of Child and Adolescent Psychiatry Autism and Intellectual Disabilities Committee and the American Association of Directors of Psychiatric Residency Training.

• It would be critical that the AACAP Workgroup on ASD/DD training develop a wide variety of resources for training programs.

REFERENCES