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

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Conflicts of Interest
KV - eClinicalWorks consultant
RV - none
BC - none
CA - none

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) fellowships 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 helpful 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

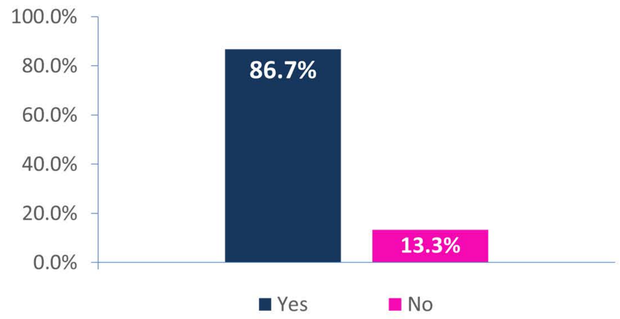
- Data were analyzed in Microsoft Excel (2016). Graphs were created using Microsoft Excel.

RESULTS

Table 1: Survey Questions and Responses

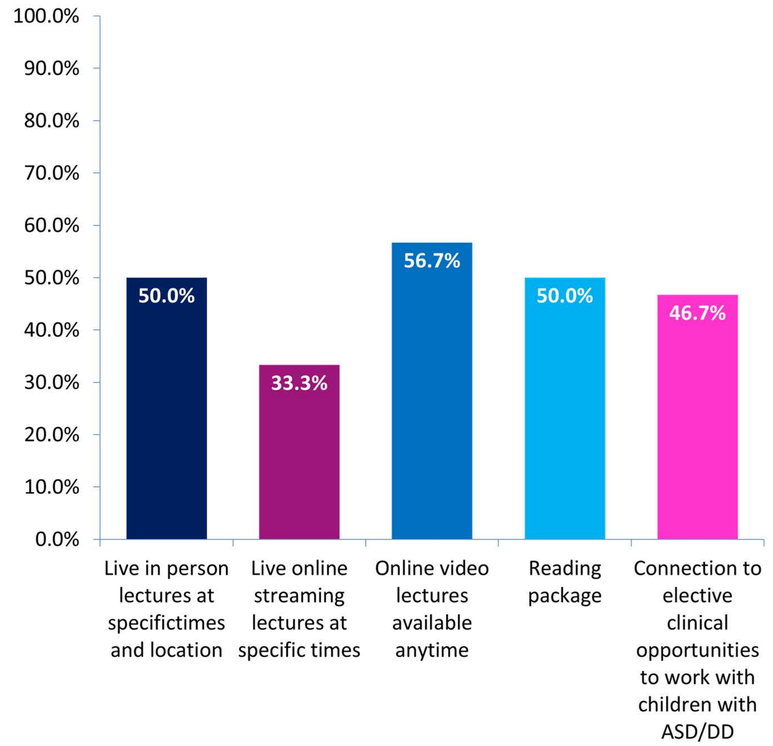
QUESTIONS	RESPONSES (%)
1. Please write the name of your training program.	Free text box
2. Is your program a child or adult training program?	a. Child and Adolescent Psychiatry (68.8%, 11/16) b. Adult Psychiatry (61.2%, 19/31)
3. What is the number of didactics lectures related to Autism Spectrum Disorder (ASD) and Developmental Disability (DD) given to residents or fellows?	a. 0 (3.3%) b. 1-3 (43.3%) c. 4-6 (36.7%) d. 7-9 (6.7%) e. 10 or more (10%)
4. What is the average number of clinical cases with ASD/DD that a resident sees in a given year?	a. 0 (3.3%) b. 1-3 (16.7%) c. 4-6 (30.0%) d. 7-9 (6.7%) e. 10 or more (43.3%)
5. Do you believe you have a strong program in training for management of ASD/DD?	a. Yes (56.7%) b. No (43.3%)
6. How many faculty members with clinical expertise in ASD/DD does your program have?	a. 0 (0%) b. 1-3 (56.7%) c. 4-6 (26.7%) d. 7-9 (13.3%) e.10 or more (3.3%)
7. How many faculty members with research expertise in ASD/DD does your program have?	a. 0 (10%) b. 1-3 (50.0%) c. 4-6 (3.3%) d. 7-9 (10.0%) e.10 or more (3.3%)
8. Does your program have specialized services for children with ASD/DD? Please select all that applies.	a. Outpatient clinic (60.0%) b. Inpatient unit (13.3%) c. Special education school with opportunity to see students with ASD/DD (26.7%) d. Clinical research (26.7%) e. Residential center (3.3%) f. None (20.0%) g. Other (please specify) - free text box - Developmental pediatric clinic - Adolescent school program able to serve some individuals with ASD/DD - Resident rotation of 2 months of children and adolescent psychiatry experience - Center for autism
9. Would you like more resources to strengthen training in ASD/DD in your program?	a. Yes (26, 86.7%) b. No. (4, 13.3%)
10. Which resources would be most useful to your trainees? Please select your top three.	see Figure 2 for results
11. Do you have any other suggestions as to how to enhance resident training in ASD/DD?	Free text box - Rotations at community center specialized in ASD (e.g. YAI) - 2 - Collaboration between programs, like YAI, with expertise to do consortium training for residents/fellows in autism - Guidance in managing aggressive behavior in moderatel-severely disabled patients - Visit schools that are designed for ASD/DD children - Grand Rounds Speakers - Add to ACGME requirements - More cases in the inpatient units. - More treatment resources - National on-line curriculum - Exposure to other modalities of treatment in ASD, such as training with ABA, RDI, social skills training for high functioning autistic children - Additional clinical research opportunities - Faculty member with dedication to autism care and research

Figure 1. Responses to Question 9: Would you like more resources to strengthen training in ASD/DD in your program?



RESULTS

Figure 2: Responses to Questions 10, Which resources would be most useful to your trainees? Please select your top three.



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

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