

Toward consensus on core competencies in pediatric and child-adolescent psychiatric (CAP) residency training programs to meet the health care needs for children and adolescents with autism spectrum disorders (ASD)

- We searched the literature and reviewed articles relating to specific modules on ASD within residency and fellowship training program worldwide to examine these concerns.
- Children and adolescents with ASD represent a clinically challenging group faced with elevated psychiatric and pediatric needs and reduced access to care; they experience significant disparities in the quality of healthcare that they receive.

Literature shows that despite efforts and recommendations, child psychiatric and pediatric residents have insufficient training in ASD and only a minority of residency and fellowship programs prioritizes education and training in ASD.

There is a need for more health care professionals with good knowledge about ASD. Medical students, pediatric and CAP trainees are aware of their lack of skills and competence regarding ASD; they reported discomfort and need for increased education and training in relation to the treatment of children with ASD who present with an acute illness

Recommandations from academies, committees and unions

Despite efforts made lately by agencies to promote better training programs for resident trainees, recommendations have only a moderate impact on pediatrics and CAP residency curriculums.

The UEMS (European Union of Medical Specialists) has edicted training requirements for the specialties of pediatrics and CAP in order to improve European Standards in Medical Training that reflects modern medical practice and current scientific findings.

The NCIDM (National Curriculum Initiative in Developmental Medicine), in partnership with the American Academy of Developmental Medicine has described methods that can be used to educate medical students about serving patients with intellectual/developmental disabilities.

The Pediatric Residency Review Committee of the ACGME (Accreditation Council for Graduate Medical Education) has given program requirements for graduate Medical Education in Developmental-behavioral Pediatrics.

What do the trainees want?

- Practice Interaction with ASD children in home based settings
- Organize a significant number of direct evaluations and assessments of children with ASD with supervision by an experienced clinician
- Knowledge and competencies in early intervention and behavioral management in ASD
- Learn to manage a child with ASD with an acute illness
- Greater advocacy from psychiatrists, training institutions, and the public is needed so that fellowship and residency programs can obtain the funding and resources necessary to advance training in ASD.

Core competencies and web-based resources

« Autism Case Training »

<https://www.cdc.gov/ncbddd/actearly/act.html>

endorsed by the American Academy of Pediatrics (AAP), is a Developmental-Behavioral Pediatrics Curriculum designed by faculty and fellows from DBP programs with the purpose of educating future clinicians on the fundamental components of identifying, diagnosing, and managing ASD through real-life scenarios; the three modules are:

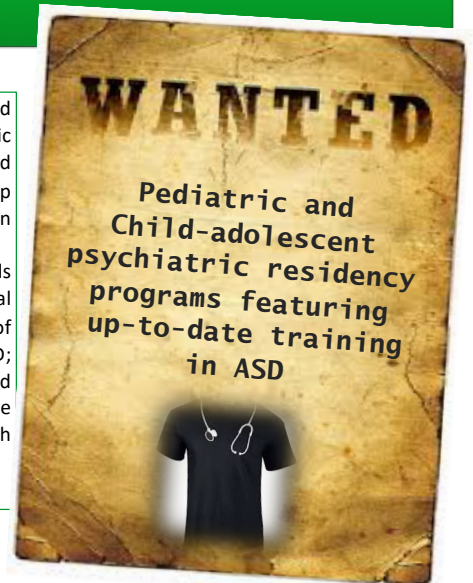
- Identify autism spectrum disorder,
- Assist a family through the diagnostic process,
- Care for patients with autism spectrum disorder

« All Grown Up: The Many Faces of Autism »

<http://sites.bu.edu/asdtay/>

Is a Developmental Approach to Behavioral Health Care for the Transitional Age Youth diagnosed with Autism Spectrum Disorder (and Intellectual Disabilities): the modules are:

- Screening & Diagnosis
- Medical Comorbidity
- Behavioral Symptoms & Psychiatric Comorbidity
- Gender, Sexuality, & High Risk Behaviors
- Educational Support & Transition from School
- Guardianship & Other Legal Considerations
- Addressing Barriers to Care
- Behavioral Health Services & Systems of Care



Bibliography:

Major NE, (2015) *Autism Education in Residency Training Programs*. AMA J Ethics. 17(4): 318-322

Marus M, et al., (2014) *Training of child and adolescent psychiatry fellows in autism and intellectual disability*. Autism. 18(4): 471-475

Austriaco K, et al.,(2019) *Contemporary Trainee Knowledge of Autism: How Prepared Are Our Future Providers?* Front Pediatr. 7:165.

Karabekiroglu K, et al., (2007) *Child and adolescent psychiatry training in Europe: Differences and challenges in harmonization* Eur Child Adolesc Psychiatry. 15(8):467-75

Garg P et al., (2015) *Framework for Developing a Curriculum regarding Autism Spectrum Disorders for Primary Care Providers*. J Clin Diagn Res. 9(10): SC01-6

Conclusion: There is an important potential to develop and establish consensus on the content and organization of training for residents and fellows to address the complex bio-psycho-social issues of children with ASD.

The goal is to ensure adequate knowledge and training for medical professionals and to improve their ability to care for medically ill children with ASD.

Research and evaluation is needed to inform more comprehensive curricula.

