

Let's work together: Filling the gaps in care through a Psychiatry-Pediatric Collaborative Care Lecture Series

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Discussion

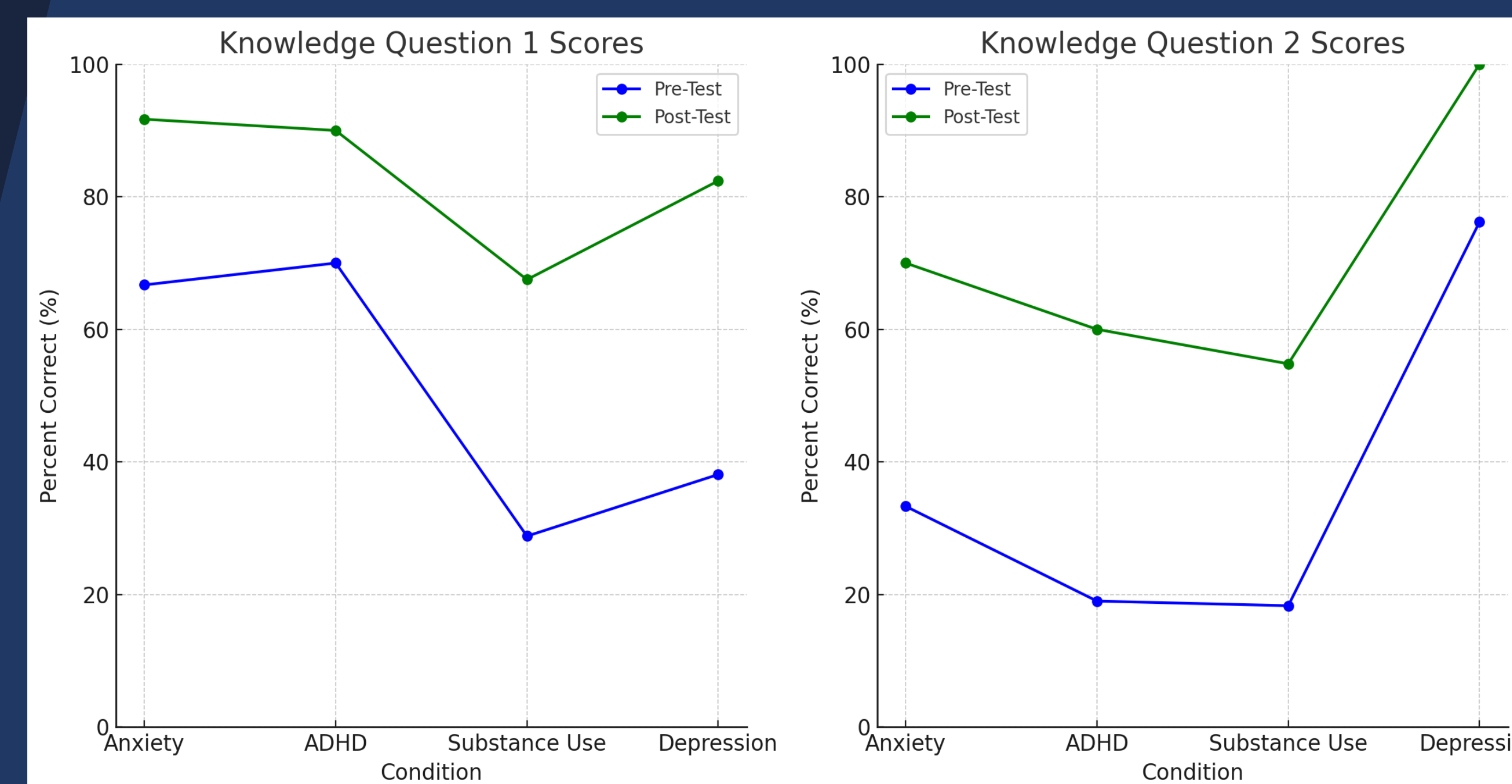
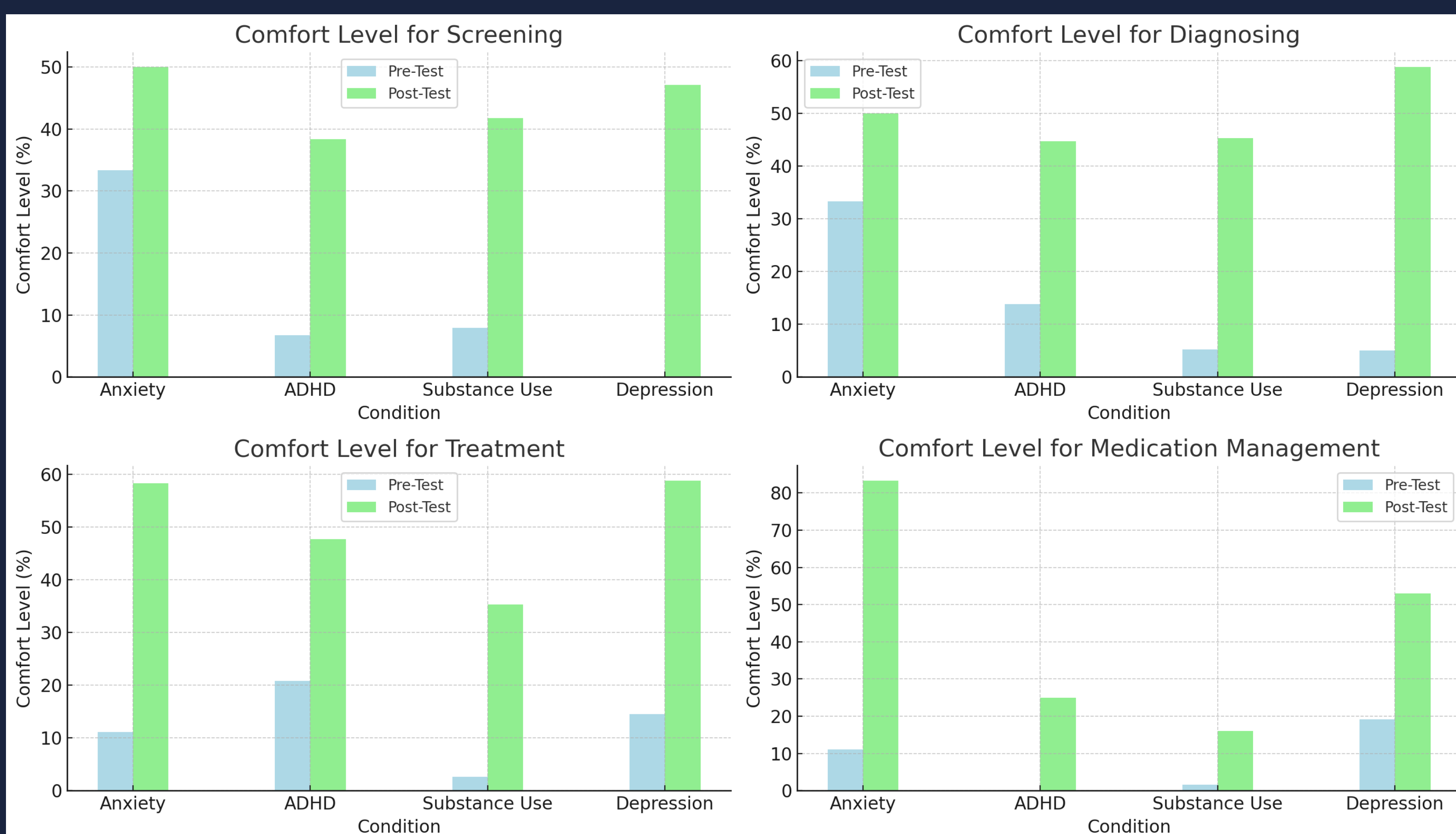
Objectives

- Our objectives are to improve access to mental health services in urban and suburban hospital settings through a resident-led lecture series as part of a Psychiatry-Pediatric collaborative care project
- To increase pediatrician comfort levels in screening, diagnosis, and treatment of common psychiatric disorders
- To determine the gaps that exist in pediatrician psychiatric education and fill them through these lectures

Methods

- Working with the Pediatrics team at urban and suburban teaching hospitals, we formulated the following list of relevant psychiatric topics: MDD, ADHD, Anxiety, and Substance Use Disorder
- Lectures were prepared and conducted by psychiatry residents under the supervision of a board-certified child and adolescent psychiatrist
- Pre- and post-lecture surveys were shared during the lectures
- Data was collected on respondent designation, level of comfort and existing knowledge on a Likert scale and two knowledge-based questions. Free response comments and suggestions were requested

Results



- Depression shows a statistically significant improvement in comfort levels ($p = 0.0017$)
 - With comfort levels for screening and managing depression rising from 0% to 47.1%, it's evident that targeted training can significantly impact pediatricians' confidence in handling child and adolescent mental health issues
- While comfort levels improved (anxiety from 33.3% to 50% and substance use from 7.9% to 41.8%), the lack of statistical significance (p -values of 0.0653 and 0.1187, respectively) indicates that more comprehensive training may be required
 - It may be beneficial to explore specific barriers to comfort in these areas, such as perceived complexity of the conditions or lack of exposure to treatment options
- The substantial improvements in knowledge scores, in all topics, Knowledge Question 1 (from 66.7% to 91.7%, $p = 0.0111$) and Knowledge Question 2 (from 33.3% to 70%, $p = 0.0026$), suggest that the training was not only effective in increasing comfort but also in enhancing understanding of the material

Conclusions

- Our findings emphasize the critical role of education in equipping pediatricians to effectively screen and manage mental health conditions in children and adolescents
- Increased comfort levels are likely to lead to more proactive approaches in addressing mental health issues in pediatric practice, potentially reducing stigma and improving early intervention rates
- It could be helpful to incorporate follow-up assessments to evaluate the long-term impact of the educational intervention on clinical practice