

From Needs to Impact: Designing Child and Adolescent Psychiatry Courses that Change Practice

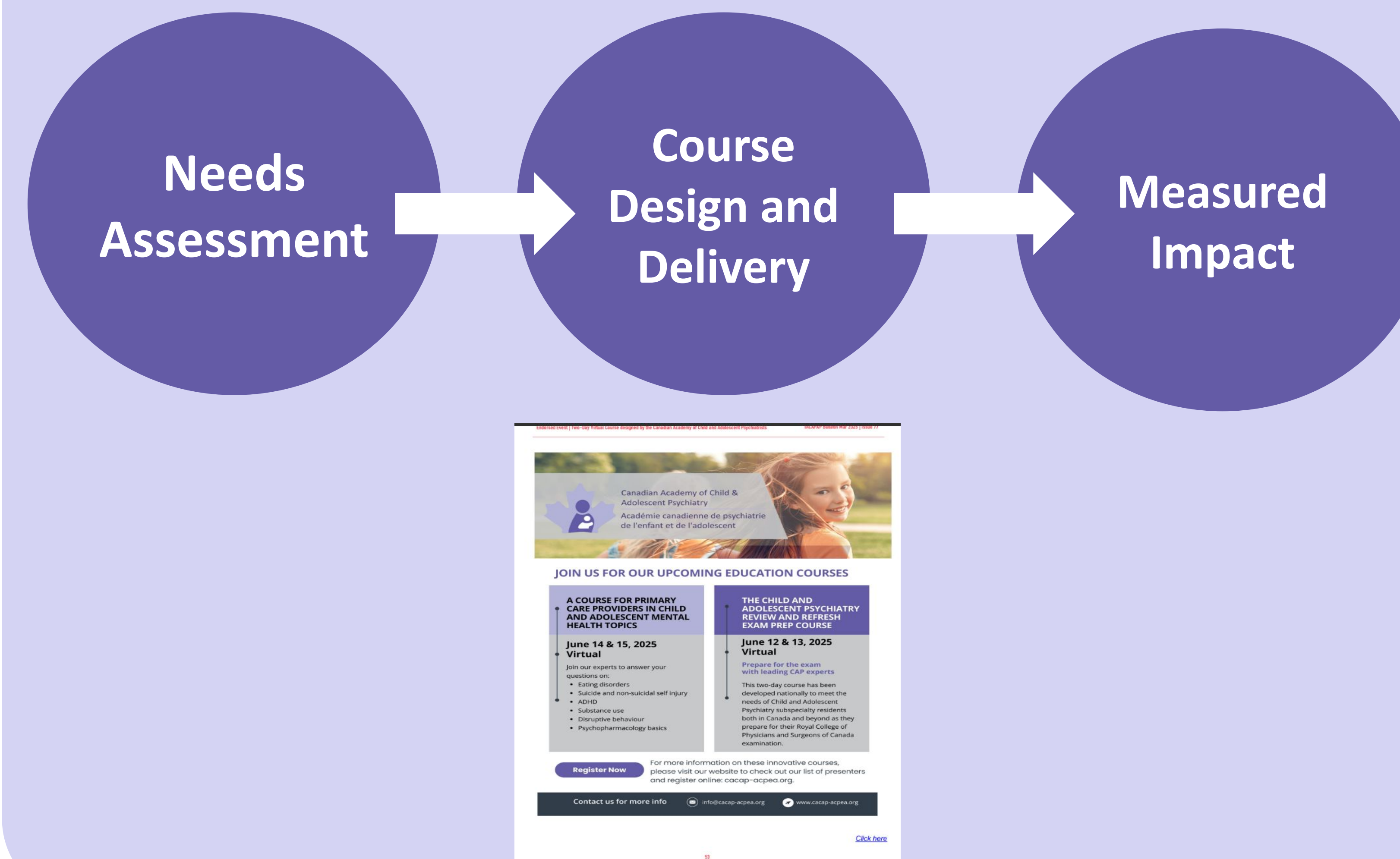
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Background

- Clear and growing need for high-quality education in child and adolescent psychiatry (CAP) that is responsive to real-world clinical demands and demonstrably improves care (American Psychological Association, 2022)
- Primary care experience also points to substantial psychiatric morbidity that is often missed in routine practice → reinforces need for targeted training and systematic evaluation (Eapen et al., 2004; El Rufaie, 2005; Steele et al., 2012)
- Contemporary training priorities in CAP subspecialty emphasize adaptable clinicians and leaders who can meet evolving system needs (The Royal College of Physicians and Surgeons of Canada, 2015; Deschamps et al., 2020)
- Effective continuing education ***begins with a structured assessment of learner needs, proceeds to intentional design and delivery using active methods, and concludes with rigorous measurement of outcomes across reaction, learning, behaviour, and results*** — principles reflected in established education and evaluation frameworks (Accreditation Council for Continuing Medical Education, 2022; Barr et al., 2000)

Educational Model & Methods

- Three-phase needs-to-impact educational cycle: **needs assessment, course design & delivery, and outcome measurement**
- Applied to two CACAP Education Committee initiatives: **Primary Care Providers** course and **Subspecialty Exam Review** course
- Courses evaluated using pre-course, immediate post-course, and 3-month follow-up surveys assessing changes in knowledge, confidence, behaviour, and perceived impact



Results & Impact

Primary Care Providers Course:

- Significant increases in knowledge and confidence across all topic areas; high satisfaction scores
- At 3–6 months, most respondents reported weekly or daily use of course skills with perceived improvements in screening and management

Subspecialty Exam Review Course:

- Consistent gains in knowledge and confidence across developmental, therapeutic, and consultation domains

