Postgraduate Courses for

Psychiatry Trainees and Psychiatrists

Postgraduate Course in Psychiatry

Psychiatric Medicine Higher Education courses

Child and Adolescent Advanced Training course

Introduction to Leadership in Psychiatry

Professional Development options

NSW GOVERNMENT

HETI HEALTH EDUCATION & TRAINING

Content

Introduction

At HETI, the Health Education and Training Institute, we are driven to make a difference in mental health care, and the development of doctors training to become psychiatrists. We proudly present to you in 2022 our renewed range of courses to meet the needs of psychiatry trainees across all stages of their training.

A range of progressive, recovery-oriented, professional development and Higher Education courses are designed to support trainees meet their individual goals in developing as psychiatrists and deliver modern mental health care. You have the choice of Professional Development courses designed for psychiatry trainees to meet specific training needs of the Royal Australian and New Zealand College of Psychiatrists (RANZCP); or extend your learning to include interprofessional learning in our Higher Education Courses.

Uniquely placed within Australia's largest health care system, HETI's curriculum draws on leading specialists and experts whilst embracing learnings from the NSW Institute of Psychiatry's 50-year history. HETI's commitment to support professional and interdisciplinary practice ensures students are offered many opportunities to learn from a range of clinicians and academics in addition to the skilled psychiatrists who form the core of our psychiatry teaching.

We understand the challenges of clinical practice, study and preparing for exams, and HETI's team of support staff are there to help guide you with your studies, enabling you to develop your own style of excellence in practice for the future. Thank you for considering studying with us and we look forward to welcoming you to HETI Higher Education.

Options for your stage of career

ACCREDITED COURSES
Accredited by the RANZCP as a Formal Education Course.

RANZCP Stage One and Two Training

From 2022 HETI offers two different experiences accredited to meet your RANZCP Stage One and Two Formal Education Course Requirements.

- The *Postgraduate Course in Psychiatry* offers a low cost, Professional Development course that is centred on live seminars with supporting readings, and Activity Journals that you may use with your supervisor or fellow trainees. Each semester of study is accompanied by a focus on support for differing RANZCP assessment tasks.
- The *Psychiatric Medicine Framework* of courses are nested courses that you can choose to complete to Graduate Certificate, Graduate Diploma or Masters level. They extend and enrich psychiatry trainees' perspectives and academic skills in an interprofessional environment including GPs, Rural and Remote specialists and other doctors with a passion for improving mental health care.

RANZCP Stage Three Training

HETI offers two Professional Development courses for Stage three trainees.

- *Introduction to Psychiatric Leadership* is approved by the RANZCP Branch Training Committee as a leadership experience suitable for all Stage Three trainees. It offers a self-paced online experience completed by the trainee with a locally approved supervisor.
- The *Advanced Training in Child and Adolescent Psychiatry* course is a two-year Formal Education Course accredited with RANZCP for Advanced Training in Child and Adolescent Psychiatry in NSW.

RANZCP Fellows

Psychiatrists may enrol in:

- *Psychiatric Medicine* and *Applied Mental Health Studies* Award courses, with the option to apply for standing to accelerate attainment of a Graduate Diploma or Masters Degree.
- *Professional Development* courses.
- Our *Applied Mental Health Studies* and *Professional Development* Courses are interprofessional, online, and with an ever increasing range of stackable units to enable a bespoke pace and focus of learning.

How do I enrol?

To access the units you need to enrol into the relevant course through the **MyHETIconnect** student management system. This is a simple process that ensures all your results and study is recorded in our system. You can obtain a copy of your Results and/or enrolments from this record at any time.

What if I need more information?

You can find more information at **www.heti.edu.au**, or contact us with any questions at **support@heti.edu.au**

Fees

We are pleased to advise that in 2022, the Postgraduate Course in Psychiatry will continue to be offered at a fee of $1000 per year. This price is only available for NSW Health doctors enrolled in the Postgraduate Course in Psychiatry - HETI non-award Formal Education Course.

For more information regarding NSW Psychiatry training fees please visit **https://heti.edu.au/news/news/new-prices-for-nsw-psychiatry-training-fees**

The tuition fee for the Postgraduate Course in Psychiatry (PCP) for non-NSW Health doctors enrolled in the Postgraduate Course in Psychiatry is $2970 per semester.

The tuition fee for Psychiatric Medicine and Non-Award units is $2270 per unit. Any units studied for Award completion are eligible for FEE-HELP.

Postgraduate Course in Psychiatry

MEETING THE NEEDS OF PSYCHIATRY TRAINEES AT HETI HIGHER EDUCATION

All Semesters are 20 weeks, including a 2 week mid semester break to enable reflection and catch up on learning tasks.

The Postgraduate Course in Psychiatry has been redesigned for 2022 to meet the specific needs of psychiatry trainees, with:

- Enrolment into one integrated unit per semester
- Mapping of every topic to RANZCP syllabus
- Access to Psychiatry Professional Leads throughout your studies
- Live teaching sessions with delayed viewing options
- Examination of practice
- Integration of RANZCP preparation exam sessions.

YEAR 1

SEMESTER 1	Transitioning to Psychiatry training
SEMESTER 2	Communities, interventions and psychiatry

YEAR 2

SEMESTER 1	Meeting diverse needs
SEMESTER 2	Psychiatry across the lifespan

YEAR 3

SEMESTER 1	Working with complexity
SEMESTER 2	Neurosciences and the psychotherapies

ACCREDITED COURSES

Accredited by the RANZCP as a Formal Education Course.

Transitioning to Psychiatry training

Commencing psychiatry training is a time of major transitions. So much to learn about being a registrar, RANZCP assessment expectations, and psychiatry! Plus the complexities of family, friends and life. This semester supports your exploration of core concepts, skills and scenarios required for contemporary psychiatric practice in Australia. Individual topics are those described in the Psychiatric Medicine Units *Recovery Focused Psychiatric Medicine* and *A Whole Person Approach to Psychiatry*.

Exam Preparation sessions will focus on transition to training, understanding the major RANZCP assessments, and developing Critical Analysis Question related skills.

WEEKLY SCHEDULE	
Week 1	Orientation to Psychiatric Medicine
Week 2	Making a good start – Engaging, interviewing and assessing
Week 3	Underpinnings of recovery-oriented psychiatry
Week 4	Formulation and care planning
Week 5	Professionalism, ethics and wellbeing
Week 6	Using diagnosis wisely
Week 7	Recovery-oriented use of mental health legislation
Week 8	Evidence-based practice and recovery-oriented care
Week 9	Influences of normal development for practice
Week 10	Understanding depression
Week 11	Mental health care in Australia
Week 12	Understanding Anxiety
Week 13	Psychoses: biologically or socially determined?
Week 14	Anxiety and trauma
Week 15	Introduction to substance related disorders
Week 16	Working with people with mood disorders
Week 17	Recovery-oriented management of psychiatric emergencies
Week 18	Excellence in care across settings

Communities, interventions and psychiatry

The successful psychiatrist integrates knowledge of effective interventions with a detailed knowledge of, and empathy for, individuals from diverse backgrounds, communities and experiences. In this Semester you will further develop your CanMEDS competencies as you hear about and study these topics. Individual topics are those described in the Psychiatric Medicine Units *Collaborative Mental Healthcare* and *Introduction to Contemporary Psychiatric Interventions*.

Exam Preparation sessions will focus on understanding and preparing for the RANZCP Multiple Choice Question exam.

WEEKLY SCHEDULE	
Week 1	Introduction to Psychotherapy
Week 2	A practical approach to culturally inclusive practice
Week 3	Collaborative Care Planning
Week 4	Improving Communication
Week 5	Motivational Interviewing and Supportive Psychotherapy
Week 6	Impact of location and socioeconomic status
Week 7	Cognitive Behavioural Therapies
Week 8	Aboriginal Mental Health
Week 9	Medications in Recovery Oriented Care – Antidepressants, hypnotics and mood stabilisers
Week 10	Dimensions of Personality
Week 11	Medications in Recovery Oriented Care - Antipsychotics
Week 12	Personality Disorder
Week 13	Social and preventative interventions
Week 14	Integrating Physical and Mental Health
Week 15	Psychodynamic Therapies in Practice
Week 16	Organic Disorders
Week 17	Putting it all Together – Stepped Care and Scope of Practice
Week 18	Responses to trauma

Meeting diverse needs

The psychiatrist remains a doctor: with a unique set of skills to assess and integrate complexity at the interface of physical and mental health and ill health. In this semester you will enhance these skills with further development of your research and practice improvement capacity, and increased depth of understanding of the needs of diverse communities. Individual topics are those described in the Psychiatric Medicine Units *Reconsidering the Context* and *Integrating Physical and Mental Health*.

Exam Preparation sessions will continue preparation for the RANZCP Multiple Choice Question exam before a concluding MCQ Mini-Exam workshop and Essay exams workshop.

WEEKLY SCHEDULE	
Week 1	Physical or mental illness?
Week 2	Research and Practice Improvement
Week 3	Population health, epidemiology and health promotion
Week 4	Research Design, Analysis and Appraisal
Week 5	Responses to illness
Week 6	Culture and Psychiatric Practice
Week 7	Physical health in the presence of mental illness
Week 8	Working Across Governance Systems
Week 9	Organic disorders
Week 10	Cultural and Linguistic Diversity and Psychiatric Practice
Week 11	Clinical approaches to considering mental health issues in the presence of physical illness
Week 12	Mental Health in Rural and Remote Contexts
Week 13	Medical updates
Week 14	Improving Aboriginal Mental Health and Wellbeing
Week 15	Recovery and professionalism
Week 16	Gender, Mental Health and Mental Illness
Week 17	Practice MCQ (Mock Exam)
Week 18	RANZCP Essay Workshop

Psychiatry across the lifespan

Mental health, mental illness, needs, communities and capabilities continue to change through our lifespan. In this Semester you will enhance your knowledge of these changes from infancy to very old age: and their implication for psychiatric practice. Individual topics are those described in the Psychiatric Medicine Units *Developmental Perspectives in Context 1 and 2*.

Exam Preparation sessions will focus on understanding and preparing for the RANZCP Essay Exams.

WEEKLY SCHEDULE	
Week 1	Developmental theories
Week 2	Can I look forward to older age?
Week 3	Introduction to working with children and adolescents
Week 4	Adapting practice for older people
Week 5	Perinatal psychiatry – focus on the infant
Week 6	Adapting treatment for the older person
Week 7	Preschool to early primary school
Week 8	Depression and suicide in older people
Week 9	Families, parenting and communication skills
Week 10	Is my memory going?
Week 11	Adolescent and youth psychiatry
Week 12	"He's not how he used to be…" Personality change & psychoses in older people
Week 13	Child psychiatry in the consultation-liaison setting
Week 14	Legal Dilemmas – Enabling Consent or Allowing Neglect?
Week 15	Perinatal psychiatry – focus on the parent
Week 16	Disturbed behaviour in older people
Week 17	OSCE Exam Workshop
Week 18	Anxiety in later life

Working with complexity

In this semester you will enhance your ability to understand and support as a psychiatrist those who are often considered too 'difficult' by others. Expand your concepts of practice and opportunities as you learn about the needs of individuals who have difficulties with substance misuse, intellectual disability or interface with the forensic system. At the same time, develop your understanding of how to prepare for and undertake a research (or scholarly) project.

Individual topics are those described in the Psychiatric Medicine Units *Research and Project Planning and Comorbidity and Complexity*.

WEEKLY SCHEDULE	
Week 1	Introductions & Leadership in recovery-oriented care
Week 2	Scholarly Project overview & Aboriginal social and emotional
Week 3	Scholarly Project success & limiting alcohol related harm
Week 4	Conducting a literature review & Neuropharmacology and stimulants
Week 5	Clinical Audits & Substance Related Mental Illness
Week 6	Case Series & Working with Risk of Harm to Others
Week 7	Quality Assurance & OTC and Prescribed Medication Misuse
Week 8	Project ethics & Reducing Opiate Dependence
Week 9	Sharing Project Success & Forensic Assessment and Reporting
Week 10	Working with Data & Intellectual Disability 1
Week 11	Qualitative Research & Intellectual Disability 2
Week 12	Quantitative Data & Intellectual Disability 3
Week 13	Writing a Scholarly Project & Forensic Mental Health Systems
Week 14	Publication & Working in Forensic contexts
Week 15	Conference Presentation & Disorders More Common in Forensic Populations
Week 16	Sleep disorders – social, psychiatric or medical?
Week 17	Working with people with problems with gambling
Week 18	Preventing nicotine misuse in people with mental illness

Neurosciences and the psychotherapies

For many trainees this will be their final semester in the Postgraduate Course in Psychiatry. You will explore a range of areas related to the neurosciences, and how to purposefully translate complex information into formats that communicate to a broad range of audiences. You will also take a more in depth exploration of the psychotherapies and consider the implications for ongoing safe practice development. Individual topics are those described in the Psychiatric Medicine Units *Psychotherapy and Recovery* and *Neurosciences and Recovery: From the Cellular to the Social*.

The major RANZCP assessment supported in this semester is development of perspectives that will inform the Psychotherapy Case. Communication translation is relevant to the Critical Essay Exam and some scholarly projects.

With permission from their Director of Training and employer, trainees may undertake individual Year 2 and 3 units in reverse order if these best aligns with other training experiences and goals.

WEEKLY SCHEDULE	
Week 1	Psychotherapy - What's the Evidence?
Week 2	What Matters in Neurosciences and Recovery?
Week 3	Psychotherapy – Roles, Ethics and Collaboration in Recovery-Oriented Practice
Week 4	Culture, Society and the Neurosciences
Week 5	Psychodynamic Therapies 1
Week 6	Advanced Exploration of Treatment Refractoriness
Week 7	Psychodynamic Therapies 2
Week 8	Advanced Neurostimulation
Week 9	Presenting Psychotherapy Cases
Week 10	Advanced Child Neuroscience
Week 11	Structured Therapies
Week 12	Advanced Older Person's Neuroscience
Week 13	e-therapies and Supportive Therapies
Week 14	Neuroscience of Psychotherapy
Week 15	Mindfulness and Positive Psychology
Week 16	Neuroscience of Resilience
Week 17	Systemic Therapies
Week 18	Mock Essay Exam

Psychiatric Medicine Units

Who should apply?

These Award courses offer the Psychiatry trainee the opportunity to broaden their depth of interrogation of materials and learn with doctors from other disciplines.

Who is Eligible?

To enrol in Psychiatric Medicine as an Award student with a psychiatry specialisation, you must:

- Be a doctor who is fully registered as a medical practitioner in Australia or New Zealand.
- To be eligible to enrol in a Psychiatry specialisation you must demonstrate that you are in training for, or practicing in, psychiatry. This includes doctors that are: – Enrolled in the RANZCP training program OR – Employed as a non-accredited registrar in psychiatry with a letter of support from their local Director of Training to state that they are working in a suitable clinical position with supervision.

Medical practitioners with registration in other countries may be eligible to enrol in our Applied Mental Health Studies courses, visit heti.edu.au for more information.

Graduate Certificate, Graduate Diploma and Masters

Units with nine and 18 topics will be taught over 18 weeks.

The Research and Project Planning unit (page 22), and the Mental Health Capstone unit (page 26) will be taught over 15 weeks.

YEAR 1 GRADUATE CERTIFICATE

SEMESTER 1	Recovery Focused Psychiatric Medicine	A Whole Person Approach to Psychiatry
SEMESTER 2	Collaborative Mental Health Care	Introduction to Contemporary Psychiatric Interventions

YEAR 2 GRADUATE DIPLOMA

SEMESTER 1	Reconsidering the Context	Integrating Physical and Mental Health
SEMESTER 2	Developmental Perspectives in Context 1: From Perinatal to Youth	Developmental Perspectives in Context 2: Adults, Ageing and Beyond

YEAR 3 MASTERS

SEMESTER 1	Comorbidity and Complexity	Research and Project Planning*	
SEMESTER 2	Psychotherapy and Recovery	Neurosciences and Recovery: From the Cellular to the Social	Mental Health Capstone*

* Common to Applied Mental Health Studies and Psychiatric Medicine Frameworks.
^ Research and Project Planning is a prerequisite for Mental Health Capstone.

■ CORE   ■ ELECTIVE

ACCREDITED COURSES

Accredited by the RANZCP as a Formal Education Course.

Recovery Focused Psychiatric Medicine

Utilising an innovative, contemporary approach to the study of psychiatry, students will be introduced to concepts underpinning both this unit and the orientation of studies in psychiatry throughout the Psychiatric Medicine program.

Students increase their understanding of people with substance related and psychotic disorders; and integrate concepts of clinical and personal recovery into holistic biopsychosocial psychiatric practice. The CanMEDS competencies will be explored, with orientation to their relationship with the professional competency frameworks of differing medical specialties. Students will particularly make use of the domains of the Professional and Health Advocate as lenses to understand and explore material to attain unit learning outcomes outlined below. The unit also includes a skills-based workshop regarding a recovery-informed approach to the management of emergencies in psychiatry.

LEARNING OUTCOMES:

- The distinction between personal and clinical recovery and the roles of families, carers and community organisations in supporting these.
- The breadth of the doctor's role in delivering recovery-focused care.
- Improving knowledge of substance related and psychotic disorders.
- Ethics, professionalism, professional development and personal wellbeing.
- Interprofessional practice.
- Informed consent and mental health legislation.
- Prevention, promotion, and early intervention.

TEACHING SCHEDULE *

	Orientation
Topic 1	Underpinnings of Recovery-Oriented Psychiatry
Topic 2	Professionalism, Ethics and Wellbeing
Topic 3	Recovery-Oriented use of Mental Health Legislation
Topic 4	Influences of Normal Development for Practice
Topic 5	Mental Health Care in Australia
Topic 6	Psychoses: Biologically or Socially Determined?
Topic 7	Introduction to Substance Related Disorders
Topic 8	Recovery-Oriented Management of Psychiatric Emergencies

A Whole Person Approach to Psychiatry

This unit emphasises an integrative approach to collaborative mental health care with a focus on the development of assessment and management capabilities. Students will develop within the CanMEDS domains of Medical Expert and Scholar as they increase their ability to perform and report strength- based biopsychosocial assessments, formulations and diagnoses in a manner that supports the collaborative development of evidence-based biopsychosocial management plans.

As students learn about mood and anxiety disorders, the foundations of the students' lifelong learning will be strengthened through examination of reflective practice, feedback and supervision, critical evaluation and the principles of adult education in teaching both peers and others.

LEARNING OUTCOMES:

- Improving knowledge of mood and anxiety disorders.
- Utilising the CanMED Medical Expert and Scholar medical competencies to support the recovery journeys of people with mental illness.
- Critical appraisal and application of contemporary psychiatric knowledge, treatment guidelines and research to inform appropriate care strategies.
- Strength-based biopsychosocial mental health assessment, formulation, diagnosis and initial care planning.
- Contemporary principles of adult teaching and learning.
- Reflection on personal learning goals to improve recovery informed practice.

TEACHING SCHEDULE *

Topic 1	Making a Good Start – Engaging, Interviewing and Assessing
Topic 2	Formulation and Care Planning
Topic 3	Using Diagnosis Wisely
Topic 4	Evidence-Based Practice and Recovery-Oriented Care
Topic 5	Understanding Depression
Topic 6	Understanding Anxiety
Topic 7	Anxiety and Trauma
Topic 8	Working with People with Mood Disorders
Topic 9	Excellence in Care across Settings

Collaborative Mental Health Care

In this unit students will learn to establish, develop, promote and model effective collaborations and communication pathways in psychiatry making use of the CanMEDS domains of Collaborator and Communicator. Students will explore settings and populations of people where breakdowns in these domains are a higher risk. Issues affecting Aboriginal people, people from culturally and linguistically diverse (CALD) backgrounds, and those from rural and remote populations will be addressed. Students will explore personality and organic disorders through these domains, completing the unit with an interprofessional exploration of opportunities to improve the physical health for people living with mental illness. Students have access to a complementary workshop focused on the needs of those where past trauma has a lasting effect.

LEARNING OUTCOMES:

- Utilising the CanMED Communicator and Collaborator medical competencies.
- Improved knowledge of personality and organic disorders.
- Key factors of a culturally appropriate approach to mental health care.
- Continuous improvement of the student's own written communication.
- The impact of different perspectives of mental wellbeing of Aboriginal people.
- The effects of geographic, social and/or professional isolation.
- Integration and collaborative management of the patient's physical and mental health.
- Normal personality development.

TEACHING SCHEDULE *	
Topic 1	A Practical Approach to Culturally Inclusive Practice
Topic 2	Improving Communication
Topic 3	Impact of Location and Socioeconomic Status
Topic 4	Aboriginal Mental Wellbeing
Topic 5	Dimensions of Personality
Topic 6	Personality Disorder
Topic 7	Integrating Physical and Mental Health
Topic 8	Organic Disorders
Topic 9	Responses to Trauma

* see page 13

Introduction to Contemporary Psychiatric Interventions

Bringing together recovery-oriented practice with evidence-based medicine requires an integration of all the CanMEDS competencies. Whilst this unit focuses upon the doctor as Medical Expert, students will consider how all the other CanMEDS domains facilitate and contribute to recovery-oriented care. This unit focuses on developing the student as a Medical Expert and Manager through examination of contemporary psychiatric treatments including biological, social and psychological treatments. The student's evolving role as a psychiatric trainee working within a scope of practice, managing workloads and constructively participating in quality improvement activities is also explored.

Students will develop their abilities to demonstrate creativity and initiative in the application of skills in recovery-oriented psychotherapeutic, pharmacological, biological and sociocultural interventions. A skills-based workshop will focus on cognitive behavioural therapy skills.

LEARNING OUTCOMES:

- The impact of role and scope of practice upon supervision and safe practice.
- Using a "structured" recovery-oriented management approach where treatment doesn't appear to have been effective.
- Effective and appropriate communication and engagement techniques for informed and collaborative decision making.
- Application of the Manager and Medical Expert CanMEDS competencies in collaboratively selecting and initiating treatment.
- A range of therapies used in a stepped biopsychosocial approach to care.

TEACHING SCHEDULE *	
Topic 1	Introduction to Psychotherapy
Topic 2	Collaborative Care Planning
Topic 3	Motivational Interviewing and Supportive Psychotherapy
Topic 4	Cognitive Behavioural Therapies
Topic 5	Medications in Recovery-Oriented Care – Antidepressants and hypnotics
Topic 6	Medications in Recovery-Oriented Care – Antidepressants, hypnotics and mood stabilisers
Topic 7	Social and Preventative Interventions
Topic 8	Psychodynamic Therapies in Practice
Topic 9	Putting it All Together

* see page 13

Reconsidering the Context

Applying the CanMEDS domain of Health Advocate, students will develop and adapt their recovery-oriented mental health practice to work with diverse populations and within diverse settings, accounting for context in assessment, treatment and collaborative care planning for people with mental illness. The impact of working in consultation-liaison, private rooms and rural and remote settings on practice and supervision will be explored.

All students will further develop knowledge and skills in working with Aboriginal people, and make a deeper exploration of the mental health needs of Culturally and Linguistically Diverse (CALD) communities to enhance their ability to work effectively with migrant, refugee and other culturally diverse populations. Using the CanMEDS domain of the Scholar, students will increase their research skills to equip them to rigorously evaluate changes to their practice, complete a future Scholarly Project and prepare for a Masters level research, or quality improvement project.

LEARNING OUTCOMES:

- A practical approach to culturally inclusive practice.
- The use of research skill(s) to support quality improvement.
- Critical appraisal of mechanisms for obtaining or providing supervision or additional guidance, in rural, remote or professionally isolated settings.
- Advocacy for people experiencing stigma and mental distress, across differing places, communities and cultures.
- Effects and implications of health inequalities and disparities in relationships with health care providers.
- Theories of group participation.
- Opportunities for improving relationships with external partners relevant to Aboriginal people's social and mental wellbeing.
- The impact of Clinical Governance and organisational structure.

TEACHING SCHEDULE *	
Topic 1	Research and Practice Improvement
Topic 2	Research Design, Analysis and Appraisal
Topic 3	Culture and Psychiatric Practice
Topic 4	Working Across Governance Systems
Topic 5	Cultural and Linguistic Diversity and Psychiatric Practice
Topic 6	Mental Health in Rural and Remote Contexts
Topic 7	Improving Aboriginal Mental Health and Wellbeing
Topic 8	Gender, Mental Health and Mental Illness
Topic 9	RANZCP Essay Workshop

Integrating Physical and Mental Health

Using the CanMEDS domains of Professional and Medical Expert, students will investigate opportunities and barriers to the implementation of collaborative, integrated approaches to care. Students will increase their collaborative skills across consultation liaison and other settings in contributing to both improving the mental health of people with physical illness, and physical health of people with mental illness, taking into account the limitations of these distinctions. Topics covered will include responses to medical illness and trauma, abnormal illness behavior, demoralisation and important endocrine, cardiac and metabolic updates. Students will further develop strategies for maintaining professional standards and importantly, address self-care as mental health professionals.

LEARNING OUTCOMES:

- Personal self-care and professional development.
- Integrated management of physical and mental health.
- Informed consent, duty of care and local mental health law as they apply to medically-ill patients, including those refusing treatment.
- The influence of various industries, resource availability, and the history of psychiatry, upon the maintenance of a recovery orientation in professional practice.
- The effects of serious mental illness on health service outcomes and the opportunity to improve practice.
- The effects of specific care settings on the practitioner's role when attributing and investigating symptoms/presentations that may represent physical or mental illness.

TEACHING SCHEDULE *	
Topic 1	Population Health, Epidemiology and Health Promotion
Topic 2	Physical and Mental Illness
Topic 3	Responses to Illness
Topic 4	Physical Health in the Presence of Mental Illness
Topic 5	Organic Disorders
Topic 6	Clinical Approaches to Considering Mental Health Issues in the Presence of Physical Illness
Topic 7	Medical Updates
Topic 8	Recovery and Professionalism
Topic 9	Practice Long Paper Workshop

Developmental Perspectives in Context 1: From Perinatal to Youth

In this unit students will explore the developmental underpinnings of mental health. As health advocates, students will develop an understanding of how normal development, the interaction of environmental and biological factors, shapes mental and physical health for people across the lifespan. Knowledge and skills will be developed in working within a multidisciplinary team and across the community, including schools, children's protection services and juvenile justice. This will include the assessment and management of children, youth and their families, in their specific social, cultural and spiritual context, across a broad range of ages, communities and disorders. Topics to be addressed include normal development, the neurodevelopmental effects of early trauma and its impact on the individual's developmental trajectory and what contributes to resilience. The neurodevelopmental disorders including autism spectrum disorder and attention deficit hyperactivity disorder; the principles or early intervention and youth-specific approaches; eating disorders, early psychoses and the more common disorders of childhood such as separation anxiety are also explored. The unit will challenge students to think critically about engaging with the recovery paradigm and its applicability in understanding and working with young people.

LEARNING OUTCOMES:

- Formulation of an integrated understanding of the factors contributing to a child, adolescent or youth, and families, presentation in common developmentally relevant crises.
- Appropriate application of consent, mental health and related legislation in children and adolescents.
- Engagement, assessment and diagnosis with people of relevant ages and their families.
- A systemic multidisciplinary approach to working with families, including basic concepts and skills of family therapy.
- The effect of psychiatric disorders on families and carers.
- Accurate, appropriate communication with a child or adolescent and their family in a challenging situation.
- Development from infancy to adolescence, including responses to trauma and development of resilience.
- Mental health promotion, early intervention, and illness prevention programs.

TEACHING SCHEDULE *

Topic 1	Introduction to Working with Children and Adolescents
Topic 2	Developmental Theories
Topic 3	Perinatal Psychiatry: Focus on the Infant
Topic 4	Preschool to Early Primary School
Topic 5	Families, Parenting and Communication Skills
Topic 6	Adolescent and Youth Psychiatry
Topic 7	Child Psychiatry in the Consultation-Liaison Setting
Topic 8	Perinatal Psychiatry–Focus on the Parent
Topic 9	OSCE Exam Workshop

Developmental Perspectives in Context 2: Adults, Ageing and Beyond

In an ageing society the wellbeing, mental health care and end-of-life management of the ageing, and older people with mental illness is a priority faced by medical practitioners within a range of practice settings. The developmental perspective shifts within this unit as students focus from adulthood to later life and beyond in relation to the ongoing needs of older consumers with mental illness, their partners, carers and families.

Using the CanMEDS domains of Collaborator and Health Advocate students will challenge ageism and the stigma associated with age in continuing an ethically-based, recovery–oriented approach to collaborative mental health care with older people. Students will learn about ongoing neurodevelopmental and neurodegenerative changes that occur in later life and extend their collaborative practice skills and knowledge in psychiatry for the older person.

In exploring the experiences of older people, students will explore symptoms of specific conditions including affective disorders, psychoses and dementia. They will extend their skills into neuropsychiatric assessment, applied imaging and investigations, advocacy, assessment and management of challenging behaviours and the development of effective communication skills. Students will also explore suicide in older people and the legal aspects related to decision-making.

LEARNING OUTCOMES:

- Health inequities and risk and protective factors for successful maintenance of mental health in later life.
- The impact of developmental changes in social and family relationships on the application of recovery-oriented care.
- Accurate and appropriate communication to support collaborative care planning with an older person with cognitive impairment and their carer.
- Factors contributing to an older person's presentation in common psychiatric emergencies and the appropriate application of mental health and related legislation including Guardianship, Testamentary capacity and Advance Directives, under supervision.
- Recovery-oriented approaches to engagement, assessment and diagnosis with older people and their supporters.
- The implications for management of recent neuroscience research

TEACHING SCHEDULE *

Topic 1	Can I Look Forward to Older Age?
Topic 2	Adapting Practice for Older People
Topic 3	Adapting Treatment for the Older Person
Topic 4	Depression and Suicide in Older People
Topic 5	Is My Memory Going?
Topic 6	"He's not how he used to be...": Personality Change and Psychoses in Older People
Topic 7	Disturbed Behaviour in Older People
Topic 8	Legal Dilemmas – Enabling Consent or Allowing Neglect?
Topic 9	Anxiety in Later Life

Research and Project Planning

Comorbidity and Complexity

Research and Project Planning provides students with the skills and an understanding of how to integrate their knowledge and experiences into a capstone project that generates new knowledge and/or insights for the improvement of mental health care. This unit brings together students from the Psychiatric Medicine and the Master of Applied Mental Health Studies, maximising opportunities for interdisciplinary insight and collaboration, both during study and in practice settings. Guided by the second semester Mental Health Capstone unit learning outcomes, students will formulate a detailed proposal for either a research or non-research capstone project, to a standard that meets submission requirements for ethics committee review.

Using the CanMEDS domains of Health Advocate and Scholar students will develop advanced knowledge and skills in applying the principles of recovery-oriented care when working with people with three types of comorbidities that may be associated with mental illness: substance disorders, forensic issues and intellectual disability.

A recovery-orientation presents the challenge of ensuring that its key principles are aspired to and met, even within highly restrictive environments. Students will complement a biopsychosocial understanding with consumer perspectives of experiencing 'comorbidity' and develop skills in health advocacy to support people with complex mental health needs. Social justice, inclusion and citizenship campaigns for the rights of people with disabilities interface with the recovery movement and students will consider these issues in relation to barriers to the application of collaborative recovery-oriented mental health care.

LEARNING OUTCOMES:

- Demonstrate ability to critically review and synthesise the research and other relevant literature in response to the proposed project.
- Formulate a proposal relevant to mental health which explains the rationale for the project and its design, considers ethical implications, and outlines plans for implementation, data analysis and dissemination of findings.
- Demonstrate ability to communicate in a compelling and authoritative way regarding the proposed project, its theoretical significance, and its application in the workplace.

TEACHING SCHEDULE	
Topic 1	The Capstone project
Topic 2	Ethics Plus I: Ethical principles and the ethics application process
Topic 3	Ethics Plus II: Intellectual property and OH&S
Topic 4	Identifying and developing a research topic
Topic 5	Searching and evaluating the literature
Topic 6	Design considerations I: Quantitative methods
Topic 7	Design considerations II: Qualitative methods
Topic 8	Questionnaires and surveys
Topic 9	Focus groups
Topic10	Interviews
Topic 11	Secondary data
Topic 12	Data organisation and analysis
Topic 13	Written reports
Topic 14	Oral presentations
Topic 15	Posters

LEARNING OUTCOMES:

- Using clinical and 'lived experience' leadership to improve collaboration.
- The role and ethics of the doctor working with people with mental illness with comorbidity in regards to medicolegal reports.
- Effects of comorbidities upon violence risk assessment and management within recovery- oriented mental health care.
- Management approaches in working with people with comorbidity.
- Use of supervision and reflection upon the effects of the student's own cultural values and stigma.
- Pharmacology of the common drugs of abuse and dependence.
- Epidemiology, aetiology, physical and psychological sequelae and treatment interventions for substance abuse and dependence.
- Implications of Aboriginal people's social and emotional wellbeing for mental health leadership and improvement.
- Improving access to prevention, promotion and/or early intervention activities for individuals with comorbidity.

TEACHING SCHEDULE	
Topic 1	Leadership in recovery–oriented care
Topic 2	Improving Aboriginal social and emotional wellbeing
Topic 3	Limiting the harm from alcohol abuse
Topic 4	Neuropharmacology and stimulants
Topic 5	People with mental illness and drug misuse
Topic 6	Assessing risk and management of harm to others
Topic 7	Reducing over-the-counter and prescribed medication abuse
Topic 8	Working with people with opiate dependence
Topic 9	Professionalism in forensic related mental health – assessment and reporting
Topic10	Understanding people with intellectual disability
Topic 11	Working to improve the mental health of people with intellectual disability
Topic 12	Working with people with intellectual disability topic
Topic 13	Forensic mental health systems and legislation
Topic 14	Working with 'difficult people'
Topic 15	Disorders and problems more common in forensic populations
Topic 16	Sleep disorders – social, psychiatric or medical?
Topic 17	Working with people with problems with gambling
Topic 18	Preventing nicotine misuse in people with mental illness

Psychotherapy and Recovery

Using the CanMEDS domains of Communicator and Collaborator students will increase their knowledge and understanding of the theoretical constructs and scientific underpinnings of psychological therapies that they will continue to use throughout their medical practice. In reviewing psychotherapy in light of recovery-oriented mental health practice, students will be asked to consider if assumptions built into some psychotherapies or their application create barriers to preclude the equitable participation of all people.

Students will address the theoretical perspectives and applications of psychodynamic and structured psychotherapies including Cognitive Behavioural Therapy, Interpersonal Therapy, Dialectical Behaviour Therapy and others and learn key psychotherapeutic skills. Students will use a review of their learning to identify and communicate a plan for professional development that supports psychotherapeutic practice appropriate to their projected work settings and roles.

LEARNING OUTCOMES:

- Success factors and barriers to successful psychotherapy.
- Theoretical basis for a wide range of psychodynamic and structured psychotherapeutic modalities, including the neurobiological aspects of psychotherapy.
- Use of documentation and other communication between professionals in the presence of psychotherapy.
- Conducting a comprehensive psychiatric assessment with an emphasis on psychotherapeutic understanding.
- Psychotherapeutic formulation incorporating relevant theoretical constructs to inform a management plan, and examination of use of the processes of therapeutic alliance and collaboration.
- Preparation of a professional development plan for supporting ongoing adherence to relevant professional and ethical standards of practice in psychotherapy.

TEACHING SCHEDULE	
Topic 1	Psychotherapy - What's the Evidence?
Topic 2	Psychotherapy – Roles, Ethics and Collaboration in Recovery-Oriented Practice
Topic 3	Psychodynamic Therapies 1
Topic 4	Presenting Psychotherapy Cases
Topic 5	Psychodynamic Therapies 2
Topic 6	Structured Therapies
Topic 7	e-Therapies and Supportive Therapies
Topic 8	Mindfulness and Positive Psychology

Neurosciences and Recovery: From the Cellular to the Social

Students may choose to complete this unit or the Mental Health Capstone. Students will utilise the CanMEDS lens of the Medical Expert and Communicator to examine contemporary thinking and research within the neurosciences focusing on neuroanatomy, neurophysiology and concepts of brain plasticity.

Students will reflect on the connection between neuroscience and recovery-oriented practice and look at how to translate the 'hard sciences' into clinical practice in a way that is meaningful, future- focused and respectful in collaborative practice when working with people with lived experience of mental illness and carers. In bringing together the neurosciences within the context of recovery, students will be asked to debate inherent tensions and consider questions such as: how do research findings within the neurosciences translate to students' areas of practice? How can practitioners and consumers effectively and respectfully communicate and discuss neuroscientific findings? How can neuroscientific findings be successfully incorporated into collaboratively based care within a recovery paradigm?

LEARNING OUTCOMES:

- Application of contemporary research, psychiatric research and treatment guidelines, to patient outcomes.
- The impact of debates about the relative evidence for neuroscience and social factors as the origins of mental illness.
- Neuroscientific research and changes in concepts and related psychiatric practices over the last decade.
- The neuroscientific bases of 'treatment refractiveness', and their implications for research and practice.
- Improving the application of research and evidence-based biological and psychosocial approaches to psychiatric assessments and management.
- The breadth of competencies that support people with mental illness and the implications for lifelong learning.
- Transferability of psychiatric, mental health and other health research findings across practice settings and disciplines.
- Communication of the significance of neuroscientific research to practice to professional and community audiences.

TEACHING SCHEDULE	
Topic 1	What Matters in Neurosciences and Recovery?
Topic 2	Advanced Exploration of Treatment Refractoriness
Topic 3	Culture, Society and the Neurosciences
Topic 4	Advanced Neurostimulation
Topic 5	Advanced Child Neuroscience
Topic 6	Neuroscience of Psychotherapy
Topic 7	Mock Essay Exam
Topic 8	Neuroscience of Resilience
Topic 9	Advanced Older Person's Neuroscience

Mental Health Capstone

Students may choose to complete this unit or Neurosciences and Recovery: From the Cellular to the Social. The Mental Health Capstone builds on the skills, knowledge and understanding developed in the Research and Project Planning unit. Students critically evaluate and consolidate their knowledge and learning experiences, related to the Course Learning Outcomes and Graduate Attributes, in a project, generating new knowledge or insights which can be applied to the improvement of mental health care, development of their professional career, or as a first step toward further postgraduate study. The Mental Health Capstone is the final unit of study for students enrolled in the Master of Applied Mental Health Studies and the Master of Psychiatric Medicine.

LEARNING OUTCOMES:

- Integrate and synthesise information from a range of relevant sources to actively create a project that incorporates and values contributions of people with diverse backgrounds, experiences and communities.
- Critically reflect upon the breadth of competencies to support people with mental illness in pursuing recovery and the implications for student lifelong learning.
- Consistently and judiciously use information technology; communicate via a compelling and authoritative written and verbal style.
- Apply, review and evaluate the transferability of psychiatric, mental health and other health research findings across practice settings
- and disciplines.
- Analyse implications of Aboriginal social and emotional wellbeing for mental health improvements.
- Demonstrate an advanced and integrated understanding of complex mental health issues through the translation of research outcomes to improve mental health care.

TEACHING SCHEDULE	
Topic 1	Introduction to Capstone Studies and Toolkit
Topic 2	Cultural Competency 1: Aboriginal and Torres Strait Islander Communities
Topic 3	Cultural Competency 2: Culturally and Linguistically Diverse Communities
Topic 4	Working with Quantitative Data
Topic 5	Working with Qualitative Data
Topic 6	Recovery Revisited
Topic 7	Research Translation
Topic 8	Independent Study
Topic 9	In Focus 1: Clinical Contexts
Topic 10	In Focus 2: Interdisciplinarity
Topic 11	In Focus 3: Neurosciences
Topic 12	In Focus 4: Global Mental Health
Topic 13	Independent Study
Topic 14	Research and Project Dissemination
Topic 15	The Future of Psychiatry

Introduction to Psychiatric Leadership

Leadership is intrinsic to the role of a psychiatrist, but the manner this role is undertaken will vary markedly: influenced by many factors, and with varied alignment with the leadership style others provide or seek. This Unit will introduce you to core concepts that need to be considered in developing your own leadership style as a psychiatrist; and undertake a leadership activity that you may use to further develop your leadership skills. Satisfactory completion of the Unit will fulfill the requirements of a formal leadership and management training course,

Topic 1	Leadership as a psychiatrist
Topic 2	Applying leadership theory to the everyday
Topic 3	Leading change
Topic 4	Setting up an improvement activity
Topic 5	Sustaining your vision

This is a self-paced online course with a supporting Learning Activity Journal activities you may complete with a supervisor. It will require 25 hours to complete.

Child and Adolescent Psychiatry Advanced Training Course

The Formal Education Course for Child and Adolescent Psychiatry Advanced Training is a two-year training program accredited with RANZCP for Advanced Training in Child and Adolescent Psychiatry in NSW.

Trainees must first apply to RANZCP, and if successful, trainees will then need to apply to enrol in HETI's Advanced Training in Child and Adolescent Psychiatry program. In accordance with the RANZCP training requirements, trainees will undertake clinical work in a variety of child and adolescent psychiatry training terms.

In addition, trainees will participate in workshops, seminars and small group clinical supervision.

Course Information

Entry Requirements:

Medical Practitioners who are Fellows of the RANZCP or RANZCP Trainees who are eligible to enter Stage 3 training. Applications are also considered from Paediatricians, Senior Paediatrics Trainees or Career Medical Officers.

Fees

The 2022 tuition fee is $4,392 per semester or $17,568 for the course.

CAP UNITS OF STUDY
Introduction to Child and Adolescent Psychiatric Disorders
Teamwork, Systems and Collaboration in Child and Adolescent Psychiatry
Perinatal, Infant and Early Childhood Mental Health
Childhood and Adolescent Mental Health
Leadership, Management and Advocacy
Transition to being a Child and Adolescent Psychiatrist: Teaching, Learning and Professionalism

Applied Mental Health Studies Award and Professional Development Courses

The Applied Mental Health Studies Framework provides an interprofessional experience with lifespan specialisations. It has undergone extensive modernisation to maximise flexibility of learning, pace and style. A real opportunity for psychiatrists to consider different perspectives, and develop with diverse learners.

There are three types of Professional Development units available. Each provides a different learning experience and level of scheduled time commitment and interaction. All units require fifty hours of study effort. This study effort estimation includes reading, thinking, learning activity completion, as well as assessment preparation and submission time.

Current units are listed below; with details and important information for those considering moving from Professional Development to Award attainment available at **www.heti.edu.au**

Units available

Please visit **website** for the current availability of units.

UNIT CODE	UNIT NAME
LIFESPAN UNITS	
8ALK001	Mental Health, Mental Ill Health and Suicide
8ALF002	Strengths-based assessment and care planning
8ALF003	Professional and ethical mental health care
8ALK004	Attachment development and promoting mental health across the lifespan
8ALF005	Sustaining your mental health practice
8ALF006	Core therapeutic skills
8ALF007	Recovery and recovery-oriented practice
8ALF008	Trauma-informed care and practice
8ALK009	Diversity and Mental Health
PERINATAL AND INFANT MENTAL HEALTH SPECIALISATION UNITS	
8APK030	Early development
8APF031	Mental health care in the perinatal period
8APK032	Developmental screening and assessment
8APK033	Parents and caregivers
CHILD AND YOUTH MENTAL HEALTH SPECIALISATION UNITS	
8ACF050	Child and youth mental health conditions 1
8ACF051	Child and youth mental health conditions 2
8ACF052	Child and youth mental health conditions 3
8ACF053	Legal and ethical considerations for child and youth mental health
ADULT MENTAL HEALTH UNITS	
8AAF070	Anxiety and depression
8AAF072	Psychosis in adults
8AAF073	Adult mental health conditions
8AAE080	Trauma and stress-related conditions
OLDER PERSON'S MENTAL HEALTH UNITS	
8AOK090	Mental health for older people
8AOE091	Responding to transitional crises in older people
8AOF092	Core skills when working with older people
8AOF093	Specific intervention for older people: Dementia

Contact Us

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