

2022 HETI postgraduate mental health courses

For GPs, Rural Generalists and
other medical practitioners

Small group based

- Skills based workshops
- Psychiatric Medicine Higher Education courses
- Professional Development

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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 seeking to improve their ability to work with people with psychological distress and mental illness. We proudly present to you in 2022 our enhanced range of options to meet the needs of GPs, rural generalists and other medical practitioners.

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 Skills Workshops, Professional Development enrolment in inter-professional short courses or enrolment into our Higher Education Psychiatric Medicine Courses; potentially with scholarship support.

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. Small group facilitation and mentorship supports examination of seminars shared with psychiatry trainees.

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.

Choose your time commitment and focus

GP Skills workshops (Less than 25 hours)

The team at HETI has experience in delivering GP skills workshops accredited by the GPMHSC, ACRRM, RACGP for over a decade. In 2022 we will be delivering refreshed courses taking advantage of increased capacity in blended and online training.

Inter-professional (50 hour units)

We offer a number of online professional development units that may also be used as stackable credit towards our Applied Mental Health Studies courses. Credit towards other courses is being explored in 2022, and will be communicated to students when available.

Single Psychiatric Medicine Framework Units (150 hours)

We offer all our Psychiatric Medicine Units for standalone enrolment. These can be used for professional development or as the potential start of engagement in further postgraduate study.

Graduate Certificate, Graduate Diploma and Masters of Psychiatric Medicine (300 hours/ semester)

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 doctor's perspectives and academic skills in an inter-professional environment including psychiatry trainees, GPs, Rural and Remote specialists and other doctors with a passion for improving mental health care.

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 system at any time.

What if I need help?

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

Fees

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.

Scholarships

HETI is pleased, on behalf of the NSW Ministry of Health, to offer a number of Scholarship to NSW GPs each year to study in the postgraduate Psychiatric Medicine program. See our **website** for details of these, and other scholarships for which you may be eligible.

GP Skills Workshops

These workshops are open to doctors across Australia. We're excited to offer these workshops in new formats in 2022 to increase flexibility and accessibility to a geographically dispersed audience. Full details are available on our website. These workshops are for General Practitioners and AGPT registrars who are seeking GP Mental Health Skills training or a comprehensive update of skills. The workshops are accredited, as noted below each workshop, with professional colleges.

Those General Practitioners and Rural Generalists who are enrolled in at least two Graduate Certificate Units are invited to register for two GP workshops at no charge as an integral part of their enrolment.

GP MENTAL HEALTH ASSESSMENT AND MANAGEMENT SKILLS WORKSHOP

Develop skills in comprehensive mental health assessment and management planning, derived from the person's experiences of illness and recovery-focused models of care.

Participants benefit from an interactive experience with experts from psychiatry, general practice, trauma-focused care and addiction medicine, along with shared perspectives from persons with lived experience.

This workshop is accredited with ACRRM, GPMHSC, and RACGP.

PSYCHOLOGICAL SKILLS IN GENERAL PRACTICE WORKSHOP

This three-day workshop is designed to educate and instruct GPs in key Focused Psychological Therapies. Education and skills training will be provided in Motivational Interviewing, Behavioural and Cognitive Behavioural Strategies, Relaxation Therapy and Mindfulness.

This workshop is accredited with ACRRM, RACGP and GPHMSC.

Psychiatric Medicine Framework courses

Graduate Certificate, Graduate Diploma and Masters units will be taught over 18 weeks. The Research and Project Planning unit (page 16) and the Mental Health Capstone unit (page 20) will be taught over 15 weeks.

The Psychiatric Medicine course has been developed for practicing General Practitioners (GP), GP Registrars, Rural Generalists and Psychiatry trainees in liaison with the Royal Australian College of General Practitioners (RACGP), the Australian College of Rural and Remote Medicine (ACRRM) and the Royal Australian and New Zealand College of Psychiatrists (RANZCP).

This contemporary **recovery-oriented** program fosters collaboration between medical specialists including GPs, Rural Generalists and Psychiatry trainees with assessment tasks aligned to the specialisation of practice.

HETI's Psychiatric Medicine Framework is designed to provide GPs and Rural Generalists with the opportunity to extend their mental health knowledge and skills beyond those obtainable through short courses, or skills training workshops alone.

The courses have been designed from their inception to meet the needs of GPs and topics are mapped to the Five Domains of General Practice and ACRRM Advanced Specialised Training Curriculum.

HETI graduates will have the capabilities to support the recovery journeys of people with mental illness: maximising hope, optimism, strength, resilience, self-determination, self-management and advocacy of each person in their community of choice. **HETI Graduate Attributes**

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.

■ core ■ elective

ACCREDITED COURSES

Psychiatric Medicine Award course is TEQSA accredited.

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

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

GRADUATE DIPLOMA
 SEMESTER 1

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 healthcare 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

GRADUATE DIPLOMA
SEMESTER 2

Developmental Perspectives in Context 1

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 of 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

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

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.

LEARNING OUTCOMES:

- Review and synthesis of research and other relevant literature.
- Formulation of a proposal relevant to mental health.
- Project design, ethical implications, implementation, data analysis and dissemination.
- The demonstration of compelling and authoritative communication regarding the proposed project, its theoretical and workplace significance.

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
Topic 10	Interviews
Topic 11	Secondary data
Topic 12	Data organisation and analysis
Topic 13	Written reports
Topic 14	Oral presentations
Topic 15	Posters

Comorbidity and Complexity

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:

- 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
Topic 10	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:

- The integration and synthesis of information from a range of relevant sources to create a project.
- The breadth of competencies to support people with mental illness in pursuing recovery, and implications for student lifelong learning.
- Demonstrating consistent and judicious use of information technology and compelling and authoritative written and verbal communication.
- The transferability of psychiatric, mental health and other health research findings across practice settings and disciplines.
- Implications of Aboriginal social and emotional wellbeing for mental health improvements.
- An advanced and integrated understanding of complex mental health issues through the translation of research outcomes to improve mental health care.
- Contribution to the generation of new knowledge through research, service evaluation and/or advanced academic endeavour.

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

Applied Mental Health Studies courses

The Applied Mental Health Studies Framework provides an inter-professional experience with lifespan specialisations. It has undergone extensive modernisation to maximise flexibility of learning, pace and style. These units offer a real opportunity for any doctor to consider different perspectives, and engage with diverse learners from a range of professions.

There are three types of Professional Development units available. Each provides a different learning experience and level in terms of scheduled time, commitment, and interaction. All units require fifty hours of study effort. This study effort estimation includes reading, thinking, completion of learning activities, 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](http://www.heti.edu.au) 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



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