Master of Mental Health
With nested
Graduate Certificate
And
Graduate Diploma

Adult Mental Health
Course Overview

2014
Contact

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About The Institute

The New South Wales Institute of Psychiatry (NSWIOP) is a major provider of professional education in mental health in Australia. The Institute was established by an Act of Parliament in 1964 and through its Board is directly responsible to the New South Wales Minister for Health. It is a statutory body independent of any individual university or teaching institution.

Our Students

The Institute provides training for:

- People who use mental health services
- Carers of people with mental health problems
- Healthcare professionals
- Psychiatrists and other medical practitioners
- Staff of non-government organisations
- Members of the community

Many of our students work with infants, children, adolescents and their families, people affected by mental illness, older persons, people affected by mental illness, older persons, people of culturally and linguistically diverse backgrounds and those with problematic substance abuse.

Our Lecturers

The Institute has developed extensive networks throughout government and non-government agencies and established expert committees to plan and oversee our programs. Approximately 400 expert lecturers drawn from academia, public, private, government and voluntary sectors are involved in teaching and conducting courses. This includes a growing number of people who use their lived experience in the educational process.

Accreditation

The NSWIOP is registered and accredited by the Tertiary Education Quality and Standards Agency (TEQSA) for the delivery of higher education courses. All of our postgraduate courses undergo a rigorous review and accreditation process. Degrees awarded by NSWIOP are equivalent in standard to a qualification of the same level in a similar field in other Australian higher education institutions, including universities. Many of the programs offered by the institute attract continuing education recognition from relevant professional associations.
Course Delivery and Attendance

The NSWIOP offers a flexible learning environment in order to cater to a diverse student population. The postgraduate programs are designed to be undertaken part-time. The delivery varies according to the unit of study, but is mainly a combination of self-directed learning, distance education and on-campus workshops or tutorials. Attendance requirements vary according to the course undertaken. Students should confirm with the NSWIOP the dates and times for any on-campus workshop sessions prior to making any leave or travel arrangements. NSW Health Department employees who are participating in a course sponsored by their Area Health Service are considered to be on-duty when attending NSWIOP courses.

Distance Learning

Distance learning at the NSWIOP usually takes place through electronic or print-based distance learning package. Some units of study currently include compulsory attendance at on-campus workshops. However workshop attendance is not required within the Graduate Certificate in Mental Health (Adult).

Distance education offers you the opportunity to study in ways which suit your specific circumstances and to adapt a flexible approach to learning. However, it also requires a specific approach to learning which does not necessarily suit everyone or can take a little time to get used to — students are encouraged to contact Education Staff at the NSWIOP to discuss any issues concerning distance education. Students may also meet regularly for supervised practice and review of clinical work where a unit of study requires the development of practical skills.

E-Learning

The NSWIOP is continually expanding its use of e-learning in the delivery of courses. The aim is to provide students with a more interactive learning experience and to allow greater flexibility and opportunity for access. Students access course materials via Moodle, an online Learning Management System (LMS). All assignments are uploaded through Moodle which uses a plagiarism plugin allowing both students and markers to check work for originality.

Students undertaking postgraduate study at NSWIOP require regular computer and internet access.
Online Communication and Discussion

Moodle
The Moodle Course Management System provides a learning environment where students can communicate with each other and their teachers using online discussion and e-mail. Important messages from teachers to students are posted on Moodle in the Coffee Shop Forum. Documents and other files may also be distributed and exchanged within the system.

You are encouraged to use Moodle to keep up-to-date with what is happening and to participate in discussion with other students and tutors.

Studying Online
There are a number of things to keep in mind when studying online:

Flexibility – Despite your previous learning experience, remember there is no one right way of studying online. The program, by its very nature, is flexible. You can whip through a topic in your lunch break, or spend hours lit by the luminescence of the computer screen long after the kids are in bed – but, remember those due dates and deadlines.

Consistency – One thing which is important is consistency (within reason) – keep slogging away at it. Watch out for backlogs of work – something always comes up in that critical week when you had planned to spend time finishing off all those assignments.

Being Specific – According to those with a great deal of experience with Distance Learning, specificity is a winning strategy. When sitting down to study, be wary of learning goals such as “absorb all there is to know about screening”. Try setting yourself goals such as “I will understand Objective 4 in Topic 3”, or “I will work through PA2 for Epidemiology A”, or “I will identify the concepts referred to in the assignment question”.

Learning Journals and Reflection
Your own mode of successful study may take some time to develop fully and may involve experiments with various aspects of the routine, e.g.:

- Times of the day (and night) for study
- Short bursts versus long intense study periods
- Summarising the Topics
- Discussing principles you are learning with colleagues at work
- Contact your unit coordinator
- Contacting your distance learning colleagues by posting comments and questions
You may find that what works today, may not work tomorrow. A learning journal or diary may help keep track of what strategies tend to work in which situations. This type of journal can take many forms, is highly personalised and will probably evolve over your time as a distance learning student.

**Advice on the Use of Internet Sites**

Cyberspace contains both useful information and traps for the unwary. Unfortunately, many websites do not name the author of the textual material included. This means that the text carries little authority. As with a book or journal article, we need to know “Who wrote this?” and “Where did they get that piece of information from?”

Questions to ask about any site on the Internet:

- Is the author named?
  - If so, does the site tell you about the author’s credentials and experience?
- Can you confirm the information from books, journals or other websites?
  - Be aware that the website may be as biased as any source. Who owns/runs the website and what are they promoting?
- Has the website been updated recently? Is it out of date?

In general, research at Tertiary level is not based on encyclopaedias or internet websites. Research essays must be based on data that is the work of acknowledged authors, and on data with verifiable origins. The advantage of academic books and journals is that the material has been reviewed in manuscript form by experts in the field before publication. Sometimes, however, information of a high quality is posted on websites before publication or instead of publication through regular channels. If in doubt, consult your Tutor before using a website.

Please note that any reference to website materials were current at the time of publication, however due to the dynamic nature of the internet environment, they may no longer be available.
Workshop Attendance
Some units of study include compulsory attendance at on-campus workshops or study blocks at NSWIOP in North Parramatta, Sydney. Exemption from compulsory workshops is considered only under exceptional circumstances and extra assessment tasks may be required from students who do not attend the workshops. Normally, students from metropolitan Sydney and rural NSW are expected to attend. International, interstate and remote students may request to undertake an assessment task in lieu of attendance at a workshop that forms a part of a unit of study. Requests for exemption must be made in writing and submitted at the time of enrolment.

Course Evaluations
Your feedback about the course, the topics and assignments is of interest to us. Feedback assists in identifying areas requiring improvement and developing a better learning experience for subsequent students. We are dependent on your active participation in this process. You can do this by:

- Completing the end of semester survey: Student Evaluation of Course (SEC)
- Informing your unit coordinator or course coordinator of any problems you encounter or suggestions you may have.

Student Resources

Moodle – Online Learning Management System (LMS)
Upon enrolment, all postgraduate students are provided with a username and password to access Moodle, the online Learning Management System (LMS).

Student Handbook
The NSWIOP Student Handbook is an essential guide for students. It provides information on studying with NSWIOP and includes policies and procedures, administrative forms and guidelines for learning. Students are expected to read this guide – a link is provided on Moodle and the NSWIOP website.

Study Skills workshops
Students are encouraged to attend the free Study Skills workshops provided by NSWIOP, conducted once in each Semester. These workshops are provided for students who wish to develop their skills in academic writing at a postgraduate level, researching the literature for assignment work and evaluating the literature for evidence-based practice.
Website

The NSWIOP website provides up-to-date information about our courses, workshops and other activities. Students will find valuable information about studying at NSWIOP, including the Student Handbook, this Course Handbook, the Workshop Calendars and copies of administrative forms.

Library Services

Library support is primarily provided through the NSWIOP Library and the Cumberland Mental Health Library. The NSWIOP library is a closed reserve collection to be used when students are on-campus. In certain circumstances materials may be borrowed overnight or on short term loan by prior negotiation with the librarian or your course administrator.

Students are encouraged to use the comfortable library space and to consult with the NSWIOP librarian when in block. The librarian can provide help and training via telephone, via email or in person, to assist students in finding information to support their coursework.

The library web pages on the NSWIOP website have been designed to support your studies by listing catalogues, databases and websites relevant to studies in mental health.
Course Overview

The Graduate Certificate in Mental Health (Adult) / Graduate Diploma of Mental Health (Adult) / Master of Mental Health (Adult) programs support the development of evidence based and recovery oriented mental health practice across a range of mental health service settings.

This program of study seeks to develop skills in engagement, assessment, service planning, intervention and support of recovery oriented approach for adults who experience mental ill health. These skills will be developed in the context of a broad understanding of the social and personal factors that impact upon individual recovery.

Students undertake this study in a multidisciplinary context, and are expected to build upon existing knowledge and skills in the diagnosis and treatment of specific mental health problems acquired at an undergraduate level.

Course Content and Structure

The Adult Mental Health programme is structured as a three year course with options to graduate at three exit points. In order to graduate, students must successfully complete the requirements for each specified level.

The courses are structured around a number of core and elective units. Students are required to undertake a combination of core and elective units in order to achieve the objectives for the course. The core units cover material which enables students to develop fundamental skills for understanding mental health problems across the lifespan. The electives further develop areas of specialisation in the chosen area of study. The biopsychosocial model, multiple perspectives regarding recovery oriented practice (personal recovery) and population health approach underpin course structure and design.

At the Certificate level students receive education on the fundamental philosophical underpinnings and clinical skills in mental health service provision. At the Diploma level their knowledge of the etiology of mental health problems is extended, and the application of this knowledge to the planning, delivery and evaluation of mental health service provision is covered in greater depth. At the Master level students are expected to demonstrate critical analysis, independent thinking and engage in complex problem solving. The Master level course provides students with the skills needed to participate in the planning, implementation and evaluation of a wide range of mental health interventions, supports and services and equips them to be able to critically evaluate research and the broader debates and controversies that emerge in the field of mental health.
Provision for students to **specialise in their chosen area of practice** or extend their skills and knowledge across the lifespan is made with the offering of one elective at Certificate level, two electives at Diploma level and a further two electives at Master level. Students wishing to undertake a significant research project may complete a Masters (Research).

This structure enables the NSWIOP to meet the range of learning needs associated with the mental health workforce. This workforce is multidisciplinary and mental health workers undertake a wide variety of roles and tasks. The mixture of core and elective units at Graduate Certificate level and Graduate Diploma level ensures the development of core shared skills and knowledge while encouraging students to begin to develop skills and knowledge associated with their chosen area of specialisation/interest. Students are able to select electives across various strands e.g. a student enrolled in a Graduate Certificate of Mental Health (Adult) may select an elective from the Child & Adolescent strand or the Older Person strand. This reflects the growing need for mental health workers to be familiar with mental health needs across the lifespan. Many NSWIOP students are based in rural or remote areas so this structure also allows these students to develop the broad and varied range of skills and knowledge they require to meet the needs of the local population.

As students’ progress through the course from Graduate Diploma to Master level, and their confidence as adult learners increases, they are encouraged to think more widely and more critically about the mental health system and mental health interventions. All students at this level are required to demonstrate an understanding of evidence-based practice and research principles. At the Master level students choose to undertake the Research Pathway or Coursework Pathway. This structure ensures that students of both streams develop skills, knowledge and attitudes associated with higher order analysis and critical evaluation while adopting either a research focus or advanced clinical practice focus.

The courses are considered to be consecutive, where each level of the course is designed to build on and further develop the skills and knowledge gained at the previous level.

**Admission Requirements**

All students admitted to the Graduate Certificate, Graduate Diploma and Master (Adult) are required to have an appropriate undergraduate level degree (or equivalent) and relevant clinical experience. Evidence of this degree must be provided with the application.

Overseas students may be required to demonstrate competency in written and/or spoken English. In this instance students must achieve an IELTS (Academic Strand) overall band of 6.5 or better (with a writing score of 6.0); TOEFL of 575 or better plus Test of Written English (TWE) at 4.5 or better; or TOEFL Test Computer Based score 231 with essay rating of 4.5 or better.
The NSWIOP does allow some flexibility in admission requirements and aims to ensure that these requirements do not result in unreasonable barriers to access. For example, students without an undergraduate degree can apply to be considered on the grounds of clinical experience alone. In this situation, students may be required to undertake one unit of study to assess their suitability for ongoing postgraduate level study. Successful completion of this unit of study will allow students to enrol in their chosen programme of study.

In order for students to progress through a programme of study (i.e. from Graduate Certificate to Graduate Diploma to Master), a number of conditions must be met as follows:

- Students must complete all requirements for current units of study before commencing any additional unit of study;
- To progress from Graduate Certificate to Graduate Diploma, students must attain prerequisite number of credit points (i.e. 24) and achieve an average mark of 60% or above;
- To progress from Graduate Diploma to Master level, students must attain the prerequisite number of credit points (i.e. 48) and achieve an average mark of 65% or above.

All of the above admission requirements are consistent with AQF entry requirements for each level of higher education award (Graduate Certificate, Graduate Diploma and Master).

**Flexible Learning Environment**

The Institute offers a flexible learning environment that includes self-directed learning, distance education and face-to-face facilitation and instruction. Attendance varies according to the unit of study undertaken.

The distance education package is supplied online and consists of study materials, assessment tasks, study tasks and readings. It covers the theoretical material and required readings and is supported by a number of other delivery methods dependent on the needs/preferences of the students. This includes options to participate in telephone conferences, web forum or email discussion groups. These options allow students to informally discuss a range of issues and debates associated with the material provided.

Successful completion is subject to the specific assessment requirements for that unit and may include written assignments, site visits, class presentations or group participation. If a workshop is included as part of a unit of study then it is preferable that students attend the whole workshop. At least 85% attendance is required.
International Students

All fees advertised in the Course Handbook are for students residing in Australia and New Zealand only. International students must approach NSWIOP for international fee rates, as fees may vary due to local requirements (face-to-face tutorials, supervision, administration, GST).

Distance Education

Distance Education offers the opportunity to study in ways that suit specific circumstances and to adapt a flexible approach to learning. However, it also requires a specific approach to learning which does not necessarily suit everyone or can take a bit of time to get used to. Like all forms of study, it can be affected by life events and unexpected situations. Students are encouraged to speak to the Unit Coordinator if difficulties are experienced with managing a Distance Education workload or events and situations that impact on study (e.g. illness, misadventure).

Course Objectives

The Adult Mental Health courses aim to improve the competency of clinicians practicing in the Adult Mental Health field. The objectives are informed by the National Practice Standards for the Mental Health Workforce (2010) and other state and national mental health policies.

The courses are multidisciplinary in nature. That is, courses are not limited to any particular health profession. This reflects the NSWIOP’s commitment to quality mental health education and training to all health professionals working in the mental health field, and a philosophy of collaboration and partnership between professional groups.
Level 1 Graduate Certificate

On completion of a Graduate Certificate course, students will be able to:

**Knowledge**

- Identify and describe the range of factors that influence a person’s experience of mental ill-health
- Identify and describe the range of factors that influence a person’s experience of recovery through mental ill-health
- Identify and discuss the role(s) of mental health professionals in the support of people who experience mental ill-health
- Identify and discuss the role(s) of mental health services and programs in the support of people who experience mental ill-health
- Describe the impact of a range of bio-psycho-social risk and protective factors on the mental health of specific population groups
- Analyse and discuss ethical issues associated with the provision of mental health care and services
- Recognise the role of diagnosis and medication in the care and recovery of people affected by mental ill-health
- Recognise the role of outcome and assessment tools in the supports and services offered to people affected by mental ill-health

**Skills**

- Describe and apply a strengths based approach to mental health work
- Recognize the role of personal resourcefulness, resilience and personal efforts in recovery
- Apply broad theoretical concepts to an understanding of mental health practice with individuals in the context of their family, support/care network and community
- Engage in a strength based assessment of the needs and resources of persons affected by mental ill-health, and engage in service planning and delivery
- Engage with people who have experienced mental ill-health regarding the role diagnosis and medication may have in their care and recovery
- Utilize appropriate outcome and assessment tools that support shared understanding of the experience of mental ill-health and recovery
Support the provision of appropriate psycho-education and facilitate connection with community resources and supports, including peer supports

Attitudes

- Describe the impact of the attitudes of mental health professionals, mental health service and society on people who experience mental ill-health
- Describe and exhibit the attitudes that support recovery of people who experience mental ill-health
- Demonstrate a commitment to the provision of safe and effective care and supports to people and families affected by mental ill-health
- Analyse the development of one’s own professional knowledge and skills, and determine the need for any future professional development

Level 2 Graduate Diploma

On completion of the Graduate Diploma course, students will be able to:

Knowledge

- Identify and describe the particular impact of the range of factors that influence a person’s experience of mental ill-health
- Identify and describe the particular impact of the range of factors that influence the recovery of a person who has experienced mental ill-health
- Analyse and describe the role of mental health professionals in the support and recovery of people who experience mental ill-health
- Analyse and describe the role of mental health services and programs in the support and recovery of people who experience mental ill-health
- Describe the impact of a range of bi-psycho-social risk and protective factors on the mental health of specific population groups
- Evaluate the particular impact of the experience of trauma and adversity on the experience of mental ill-health and mental health services
- Identify and critically evaluate a range of ethical and human rights issues associated with the provision of mental health care and services
Skills

- Apply and evaluate a strengths based approach to mental health work
- Plan and implement strategies that enhance personal resourcefulness, resilience and personal efforts in recovery
- Apply and evaluate broad theoretical concepts to an understanding of mental health practice with individuals in the context of their family, support/care network and community
- Engage in a strength based assessment of the resources and needs of persons affected by mental ill-health, and engage in service planning and delivery
- Engage in collaborative, working relationships with people affected by mental ill-health
- Evaluate and apply knowledge of diagnosis to the support and care offered to people affected by mental ill-health
- Select and utilize a range of outcome and assessment tools in collaboration with the person affected by mental ill-health
- Access and provide appropriate psycho-education to the person affected and their support network to support their understanding of their experience of mental ill-health
- Facilitate connection with community resources and supports, including peer supports for the person affected, their family and support/care network

Attitudes

- Describe the impact of the attitudes of mental health professionals and services on people who experience mental ill-health
- Describe and exhibit the attitudes that support recovery of people who experience mental ill-health
- Promote the attitudes that support recovery within the student’s own work setting
- Demonstrate a commitment to the provision of safe and effective care and supports to people and families affected by mental ill-health
- Analyse the development of one’s own professional knowledge and skills, and identify and access professional development opportunities
Level 3 Master

On completion of the Master course, students will be able to:

Knowledge

- Critically review the role of mental health services in the care and treatment of people affected by mental distress
- Critically evaluate the role of the student’s own practice, with reference to the care, treatment and support offered to people affected by mental distress
- Evaluate and integrate the results of both qualitative and quantitative research findings, and demonstrate application to mental health practice
- Analyse and discuss ethical and human rights issues associated with mental health care
- Analyse the social and service context in which services are offered to people affected by mental ill-health

Skills

- Demonstrate evidence of critical thinking and analytical skills
- Analyse and discuss issues related to service planning and development
- Discuss and critique areas of complexity and debate in mental health practice
- Actively seek and critically review emerging literature from a variety of sources, and consider application to clinical practice
- Demonstrate a capacity to research and apply new knowledge to working with people affected by mental ill-health and mental distress
- Articulate and implement best practice associated with assessment, treatment planning and intervention for mental health problems
- Promote the implementation and evaluation of quality improvements in mental health care settings
- Promote discussion and critical review of mental health practice
- Promote reflective practice and ongoing acquisition of skills and knowledge amongst colleagues
Promote the implementation of high quality, safe and evidence-based practice
Facilitate connection with community resources and supports, including peer supports for the person affected, their family and support/care network and contribute to the development of such resources/supports

Attitudes

Demonstrate respect for and support of the participation of those affected by mental distress in the planning
Demonstrate respect for and support of the participation of families and significant others in the planning
Demonstrate a commitment to lifelong learning, on-going professional development and ethical practice, and to identify and initiate professional development opportunities
Demonstrate informed and enthusiastic involvement in ongoing development of effective mental health care services
Course Sequence

Please see the following table for the sequence of courses and exit points.

The core units and electives indicated for each level/year are chosen to ensure students progressively develop the skills and knowledge required as follows:

- Level One (Graduate Certificate) core and elective units aim to cover the theoretical framework (population health, evidence-based practice, biopsychosocial theory), core skills (assessment, treatment planning and interventions) and alert students to attitudes towards mental health and ill health;
- Level Two (Graduate Diploma) units aim to broaden skills and knowledge gained in year one and enable students to develop skills and knowledge associated with areas of particular relevance or specialty; and
- Level Three (Master) units aim to ensure students continue to develop skills associated with critical analysis and advanced practice e.g. complex co-morbidity.

All students in the Graduate Diploma programme wishing to proceed to the Master level should satisfactorily complete the unit:

EDV036 - Research Methods – (Introduction)

Some units may be taken as stand-alone units, student should discuss with the course coordinator for further information.
# Graduate Certificate in Mental Health (Adult)

**Prerequisite:** Undergraduate qualification & relevant work experience in field

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Elective Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCA004 Facilitating Recovery</td>
<td>Choose one unit from list of electives</td>
</tr>
<tr>
<td>GCA006 Contemporary Issues in Mental Health Care</td>
<td></td>
</tr>
<tr>
<td>GCV001 Population Health Approach to Mental Health Services</td>
<td></td>
</tr>
</tbody>
</table>

| Credit points in total | 24 |

Graduate at this level with a Graduate Certificate or progress to next level.

(Students intending to progress to Diploma level must achieve an overall average of 60% or above)

# Graduate Diploma of Mental Health (Adult)

**Prerequisite:** Graduate Certificate in Mental Health (Adult) 24 credit points (+60% GPS) or equivalent

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Elective Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDV036 Research Methods – Introduction **</td>
<td>Choose two units from list of electives</td>
</tr>
<tr>
<td>GVA018 Trauma and Mental Health I (Impact &amp; Recovery)</td>
<td></td>
</tr>
</tbody>
</table>

| Credit points in total | 48 |

Graduate at this level with a Graduate Diploma or progress to the next level.

(Students intending to progress to Master level must achieve an overall average of 65% or above)

# Master of Mental Health (Adult)

Select either Coursework Pathway or Research Pathway

**Coursework Pathway (MADUC)**

**Prerequisite:** Graduate Diploma in Mental Health (Adult) 48 credit points (+65% GPA) or equivalent

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Elective Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVV070 Current Debates in Mental Health **</td>
<td>Choose two units from list of electives</td>
</tr>
<tr>
<td>EMV312 Professional &amp; Ethical Issues in Clinical Supervision **</td>
<td></td>
</tr>
</tbody>
</table>

| Credit points in total | 72 |

Graduate at this level with a Master of Mental Health

**Research Pathway (MADUR)**

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Elective Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMV305 Research Methods 2</td>
<td></td>
</tr>
<tr>
<td>EMV306a Research Project</td>
<td></td>
</tr>
<tr>
<td>EMV306b Research Project</td>
<td></td>
</tr>
<tr>
<td>EMV306c Research Project</td>
<td></td>
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</tbody>
</table>

(Students intending to progress to PhD level must achieve an overall average of 65% or above)
Elective Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Semester</th>
<th>Level Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVV017</td>
<td>Substance Use &amp; Mental Health</td>
<td>2</td>
<td>GC GD M</td>
</tr>
<tr>
<td>EVV050</td>
<td>Independent Study</td>
<td>1 or 2</td>
<td>-- -- M</td>
</tr>
<tr>
<td>EVV060</td>
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Level 1: Graduate Certificate

GCA004 - Facilitating Recovery

Workload
This subject is offered over 1 semester (15 weeks). The workload is approximately 150 hours i.e. 10 hours of student effort per week. Self-directed learning involves activities associated with distance education materials, directed readings, study tasks and assignment preparation.

Self-directed learning  150 hours

Status
Core unit in Adult Mental Health programme.

This unit also can be taken as a stand-alone unit for professional development.

Pre-requisite / Co-requisite Subjects
There are no prerequisites for this unit.

Relationship to Course Objectives
This unit of study aims to provide students with the opportunity to examine the concept and principles of recovery from mental illness and recovery-oriented practice and to start to apply these to their clinical practice. The focus of this unit on recovery from mental illness and practices that promote and support people’s self-directed recovery from mental illness is consistent with a shift towards a recovery paradigm in mental health internationally and in Australia. The unit recognises that values, attitudes and beliefs are central to the process of facilitating recovery and that recovery is by its nature a unique and deeply personal experience. It also recognises that recovery-oriented practices can be at odds with current system requirements and supports students to examine these conflicts in their work with consumers and to develop strategies to deal with these complex issues. The unit also provides students with opportunities to further challenge and develop self-awareness, reflexivity and professional identity.
Learning Outcomes

By the end of this unit, students will be able to:

Knowledge

a. Outline and discuss the concept and principles of recovery;
b. Differentiate between personal recovery and recovery-oriented practice;
c. Critically evaluate the small but important role mental health services play in facilitating recovery, and identify factors outside mental health that may be critical to recovery;
d. Determine the characteristics of mental health practice that recognise, support and promote recovery from mental illness (and those that inhibit and restrict recovery from mental distress);
e. Discuss the human rights issues that impact on people who experience mental distress and identify strategies for supporting their human and citizenship rights in the context of mental health services;
f. Discuss the history and development of the mental health consumer movement, its relationship with other social movements and the structures and activities that support the mental health consumer movement, including advocacy, self-help and participation;
g. Explain the historical events, nationally and internationally, and the philosophy behind the shift to a recovery paradigm in mental health;
h. Discuss the principles and associated issues of family and/or significant others participation in facilitating recovery; and identify different methods of participation and how these may be encouraged in day-to-day practice;
i. Demonstrate the ability to elicit and value a person’s story of their recovery, their experience of living with mental distress and the impact of these on the person’s life;

Skills

j. Identify and acknowledge personal resourcefulness and the personal efforts people make in their self-directed recovery;
k. Describe and apply strengths-based approaches to mental health practice;
l. Identify the conditions and characteristics that enhance resilience and hope and encourage these in the lives of people who have the lived experience of mental distress;
m. Identify resources to meet consumer’s needs to exist within the community and, where there are gaps, work in partnership to establish/develop resources;
n. Apply recovery concepts and principles to clinical practice, especially in the areas of assessment, planning and crisis intervention;
Attitudes

o. Appreciate the diversity of personal recovery experiences, and actively seek out personal stories of mental distress and recovery;
p. Discuss the primacy of the role attitudes/values play in how people, from all walks of life, understand recovery and its facilitation’
q. Discuss how professionals’ own attitudes/values impact on people who experience mental distress and use services;
r. Distinguish the attitudes/values that underlie practices that promote being with versus doing to a person;
s. Critically reflect on the central importance of the person’s effort, regardless how small, and the ‘little things’ as being key drivers for the person, and moments of opportunity for others in the journey of recovery;
t. Critically reflect on their own clinical practice, and identify resources and strategies for ongoing professional development;
GCA006 – Contemporary Issues in Mental Health Care

Workload
This subject is offered over 1 semester (15 weeks). The workload is approximately 150 hours i.e. 10 hours of student effort per week. Self-directed learning involves activities associated with distance education materials, directed readings, study tasks and assignment preparation.

Self-directed learning 150 Hours

Status
Core unit in Adult Mental Health programme.

This unit also can be taken as a stand-alone unit for professional development.

Pre-requisite / Co-requisite Subjects
There are no prerequisites for this unit.

Relationship to Course Objectives
This unit aims to introduce participants to a range of key issues in contemporary mental health care. It recognises that mental health professionals must continually evolve to meet the changing social, political and legal requirements. Contemporary emphasis in mental health care is on health promotion, prevention, early intervention and is firmly underpinned by the concept of a Recovery based approach to care. In addition, this unit will address; Cultural awareness in practice, Mental Health Reform, the legal context of care, as well as innovation and change. The unit offers an insight into a range of issues that are developed more fully throughout the rest of the program. It provides an initial review of contemporary professional practice from which the participant will develop an ongoing appreciation of the changing socio-political context.

Learning Outcomes
TBA
GCV001 - Population Health Approach to Mental Health

Workload
This subject is offered over 1 semester (15 weeks). The workload is approximately 150 hours i.e. 10 hours of student effort per week. Self-directed learning involves activities associated with distance education materials, directed readings, study tasks and assignment preparation.

| Self-directed learning | 150 hours |

Status
Core unit in Child & Adolescent and Adult Mental Health programmes.

This unit also can be taken as a stand-alone unit for professional development.

Pre-requisite / Co-requisite Subjects
There are no prerequisites for this unit.

Relationship to Course Objectives
This unit of study is a core unit of both the Child & Adolescent and Adult programmes. It aims to enable students to understand the implications that policy and planning have on mental health service development and direct service delivery, to be aware of the risk and protective factors associated with the development of mental health problems and disorders, to describe the role of prevention, mental health promotion and early intervention in mental health and introduces epidemiology of mental health problems and disorders in the community. This unit of study contributes to the knowledge and experience students need to demonstrate course learning outcomes.
Learning Outcomes

As a result of participation in this unit students will demonstrate knowledge of:

Knowledge

a. Discuss the application of a population health approach to mental health services;
b. Discuss the principles and application of mental health promotion in mental health;
c. Discuss the principles and application of prevention, and early intervention in mental health;
d. Apply principles of values-based practice and evidence-based practice;
e. Discuss current mental health policy, its interpretation and implications for mental health service development and direct service delivery;
f. Demonstrate an understanding of the epidemiology of mental health problems and disorders in the community;
g. Identify and discuss the role of risk and protective factors associated in the development of mental health problems and disorders

Skills

h. Demonstrate the application of the above knowledge to clinical practice;
i. Demonstrate critical thinking skills;
j. Critically reflect on one’s own clinical practice and identify resources and strategies for ongoing professional development;

Attitudes/Values

k. Appreciate the diversity that exists among service users, carers, colleagues and the community and engage in practices that respect and value diversity;
l. Appreciate the role of values alongside evidence in all areas of mental health policy and practice;
m. Analyse one’s own role as a mental health worker (in whichever capacity) in each of the following: human rights and citizenship; challenging inequality, practicing ethically; promoting recovery; working in partnership, professional identity;
Level 2: Graduate Diploma

EDV036 - Research Methods - Introduction

Workload
This subject is offered over 1 semester (15 weeks). The workload is approximately 150 hours i.e. 10 hours of student effort per week. Self-directed learning involves activities associated with distance education materials, directed readings, study tasks and assignment preparation.

2 day face-to-face workshop  15 hours
Self-directed learning  135 hours

Required Textbook

Status
This is a core unit for all students undertaking the Graduate Diploma level who wish to continue to Master level.

The unit also can be taken as a stand-alone unit for professional development.

Pre-requisite / Co-requisite Subjects
There are no prerequisites for this unit.

Relationship to Course Objectives
Consistent with the aims of Graduate Diploma level courses, this unit aims to broaden student's core skills and develop new skills and knowledge required for mental health service provision. Specifically this unit introduces students to the research process and to teach them how to access research material from appropriate sources. The focus is to develop students' critical thinking and, in particular, to develop in them a critical approach to reading published research; to develop understanding of different types of research design as outlined in the course content and to train students to write literature reviews.
Learning outcomes
As a result of participation in this unit students will be better able to:

- develop an understanding of the different types of research methods that are used in the mental health area.
- in particular, they should develop a clear understanding of the differences between quantitative and qualitative research designs and the type of research investigation in which each is most appropriate;
- understand the ethical issues that relate to clinical research;
- access information about mental health research from various sources and how to evaluate the validity of this information;
- conduct literature reviews; and
- understanding research and evidence-based practice within their workplace.
GVA018 - Trauma & Mental Health (Impact & Recovery)

Workload
This subject is offered over 1 semester (15 weeks). The workload is approximately 150 hours i.e. 10 hours of student effort per week. Self-directed learning involves activities associated with distance education materials, directed readings, study tasks and assignment preparation.

Self-directed learning 150 hours

Status
Core unit in Adult Mental Health programme.

Pre-requisite / Co-requisite Subjects
There are no prerequisites for this unit.

Relationship to Course Objectives
The experience of trauma is a common feature of those receiving mental health care. Trauma experienced across the lifespan is associated with the development and onset of mental health problems, and those who experience mental ill-health are more likely to experience further victimisation.

This unit of study will introduce students to the latest research regarding the impact of trauma on mental health across the lifespan. Understanding the role that interpersonal violence has played in the development of mental health problems is a crucial feature of effective mental health assessment and care. Students completing this unit will be able to apply the available research and theoretical understanding of the impact of trauma to the specific client group that they are working with. Students will begin to develop an understanding of the fundamental principles of a therapeutic response to those affected by trauma.
Learning Outcomes

As a result of participation in this unit students will be better able to:

Knowledge

a. Be able to define psychological trauma in its various forms.

b. Identify the social, cultural, historical, political and economic context of forms of interpersonal violence including nature of interpersonal violence, power and gender issues, trans-generational transmission of violence and trauma.

c. Recognize and describe the link between interpersonal violence and psychological trauma, across the lifespan.

d. Demonstrate familiarity with contemporary practice and theories relating to interpersonal violence and consequent trauma.

e. Access, report and interpret the incidence and prevalence of interpersonal violence for specific populations.

f. Explore a range of socio-cultural beliefs and attitudes toward violence, individual safety and autonomy.

g. Identify the relationship between past and current trauma.

h. Describe the role of trauma in the development of mental health problems, and the role of trauma in the exacerbation of mental health problems.

i. Identify the factors that promote resilience to trauma, and facilitate recovery after experience of trauma.

j. Identify and discuss current diagnostic systems associated with trauma.

k. Identify the principles that need to be taken into account in response to interpersonal violence and trauma.

Skills

l. Identify the skills required to elicit information about the experience of trauma and respond appropriately.

m. Respond to incidents and disclosures in a manner which promotes the person’s physical and emotional safety.

n. Identification of current safety/exposure to violence and potential for trauma.

o. Demonstrate sensitivity to and respect for diversity.

Attitudes

p. Identify the student’s own beliefs, values and attitudes relating to trauma experienced across the lifespan.

q. Demonstrate an awareness of the socially and culturally informed beliefs of others and how they may impact on the experience of trauma.
Level 3: Master – Coursework Pathway

EVV070 - Current Debates in Mental Health

Workload
This subject is offered over 1 semester (15 weeks). The workload is approximately 150 hours i.e. 10 hours of student effort per week. Self-directed learning involves activities associated with distance education materials, directed readings, study tasks and assignment preparation.

Self-directed learning 150 hours

Status
Core unit in Master of Mental Health (General Practitioner), (Child & Adolescent), (Family Therapy), (Adult) and (Older Person) programmes.

Pre-requisite / Co-requisite Subjects
There are no prerequisites for this unit.

Relationship to Course Objectives
Students undertaking this course are required to undertake high level critical analysis of the current debates in mental health. This unit builds on the foundation skills students have developed in the certificate and diploma course, and requiring that they develop a higher order ability to critically analyse the literature in this field. In particular, students will be required to identify specific areas of debate around mental health practice in a variety of areas. Students need to be prepared to critically evaluate the literature and apply appropriately to their workplace and in other capacities such as management and supervision. This unit of study contributes to the knowledge and experience students need to demonstrate course learning outcomes.
Learning Outcomes

As a result of successful completion of the unit students will:

a. have better understanding of the advantages and disadvantages of new technologies on child and adolescent mental health, on family functioning and on the interface between mental health professionals and the client population
b. have family therapy to provide effective intervention for individual child mental health issues
c. critically evaluate the core debates in health promotion and prevention of mental illness
d. critically evaluate the core debate on the role of early detection and intervention
e. critically evaluate the role of medical in therapy
f. critically evaluate the role of health as it applies to family work
EMV312 - Professional & Ethical Issues in Clinical Supervision

Workload
This subject is offered over 1 semester (15 weeks). The workload is approximately 150 hours i.e. 10 hours of student effort per week. Self-directed learning involves activities associated with distance education materials, directed readings, study tasks and assignment preparation.

Self-directed learning 150 hours

Textbook

Status
Core unit in Master of Mental Health (General Practitioner), (Child & Adolescent), (Family Therapy), (Adult) and (Older Person) programmes.

This unit also can be taken as a stand-alone unit for professional development.

Pre-requisite / Co-requisite Subjects
There are no prerequisites for this unit.

Relationship to Course Objectives
This unit of study provides in depth coverage of theory and practice of clinical supervision. It requires students to analyse their experience of clinical supervision and be able to critically apply theory to practice. Students need to demonstrate through the assessment tasks that they have developed both the capacity to analyse their own practice as a clinical supervisor, and analyse the development of skills and knowledge of clinicians that they supervise. This unit covers issues relating to professional practice, ethical decision making and best practice in terms of clinical governance and care. This unit builds on the theoretical knowledge students have developed in family therapy enabling them to provide expert clinical supervision to those they supervise.
Learning Outcomes

As a result of participation in this unit students will be better able to:

a. critically analyse the theories of clinical supervision and how they can be applied to clinical practice;
b. critically examine clinical supervision across disciplines and work contexts so students are able to work within differing perspectives and agendas;
c. critically reflect on their own practice as a clinical supervisor and be able to critically evaluate the clinical supervision session;
d. have a clear understanding of models of clinical supervision and be able to develop these within their own workplace;
e. establish clear contracts and evaluate the process of clinical supervision;
f. provide both individual and group supervision and work across professional groups and various contexts of practice;
g. be reflective in clinical supervision and challenge clinical practices in a supportive and helpful way;
h. develop high order skills in dealing with dilemmas in supervision and be able to implement change where necessary in the workplace;
i. be able to identify potential barriers in clinical supervision and be able to effectively improve supervisor / supervisee relationships;
j. develop effective communication skills in clinical supervision in order to be able to provide effective feedback; and
k. deal with complex clinical issues and other issues relating to ethics that may arise in clinical supervision;
l. critique common ethical dilemmas in clinical practice and develop strategies to improve client care and service delivery;
m. analyse the literature regarding professional practice standards influencing clinical governance
Level 3: Master – Research Pathway

EMV305 – Research Methods 2

What the research stream offers
You may have had some issue, or area of interest, in which you have always wanted to conduct research. The research stream (EMV305 and EMV306) provides a supportive environment for you to advance your research skills by undertaking a research project in an area of interest. In the past, a number of students have elected to undertake their research project in areas related to their current work practice.

Workload
This subject is offered over 1 semester (15 weeks). The workload is approximately 150 hours i.e. 10 hours of student effort per week. Self-directed learning involves activities associated with distance education materials, directed readings, workshops, teleconferences and assignment preparation.

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<thead>
<tr>
<th>Workshop Series</th>
<th>Self-directed learning</th>
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<td>Negotiated</td>
<td>150 hours</td>
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Required Textbook

Status
Core unit in Master of Mental Health (General Practitioner), (Perinatal & Infant), (Child & Adolescent), (Family Therapy), (Adult) and (Older Person) programmes.

Pre-requisite / Co-requisite Subjects
EDV036: Research Methods - Introduction.

Relationship to Course Objectives
Research Methods II builds on the existing courses held at the Institute. It aims to further students’ professional skills by teaching basic statistics and data analysis.
Research Methods II will introduce students to basic statistics and data analysis for both quantitative and qualitative data, and thereby facilitate reading of the research literature within the discipline of mental health.

It is anticipated that students who complete this course will be able to undertake a research project under supervision.

**EMV306a / EMV306b / EMV306c – Research Project**

**Workload**

This subject is offered over 3 semesters (45 weeks). The workload is approximately 450 hours i.e. 10 hours of student effort per week.

- **Self-directed learning**
  - 450 hours

**Status**

Core unit in Master of Mental Health (General Practitioner), (Perinatal & Infant), (Child & Adolescent), (Family Therapy), (Adult) and (Older Person) programmes.

**Pre-requisite / Co-requisite Subjects**

EMV305: Research Methods 2.

**Relationship to Course Objectives**

The aim of the unit is to provide students with research experience including practical skills of conducting critical literature reviews and research formulation through to presentation.

The project is run over 18 months to enable students to seek Ethics Committee approval and to conduct their research.

**Learning Outcomes**

As a result of participation in this unit students will be better able to:

- explain the research process;
- show awareness of the complexities of conducting research; and
- present findings of a literature review and research undertakings
Assessment Tasks
Typically, three assessment tasks per unit are required.

These can include:

- Essay
- Case Presentation
- Reflective Journal
- Clinical Log
- Literature Critique
- Annotated Bibliography
- Study tasks
- Web Forums
- Reflective Forums
- Reflective Journals
- Interactive Discussion Blogs

All units require students to complete self-directed learning tasks.
Please see the current Course Handbook for complete information on semester dates, fees, policies and information.

For further information on these or other courses offered by the Institute please contact the NSW Institute of Psychiatry for a copy of the current Course Handbook / Workshop Calendar or see the Institute website.  
www.nswiop.nsw.edu.au