Master of Mental Health
With nested
Graduate Certificate
And
Graduate Diploma

Child & Adolescent Mental Health
Course Overview

Graduate Certificate Completely Distance Education

2014
Contact

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- Status
- Pre-requisite / Co-requisite Subjects
- Relationship to Course Objectives
- Learning Outcomes

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- Workload
- Status
- Pre-requisite / Co-requisite Subjects
- Relationship to Course Objectives
- Learning Outcomes

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- Workload
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- Pre-requisite / Co-requisite Subjects
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# ASSESSMENT TASKS
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 Ministry of Health employees who are participating in a course sponsored by their Local Health District are considered to be on-duty when attending NSWIOP courses.

Distance Learning

Distance learning at the NSWIOP usually takes place through a computer-based distance learning package and, where required, teleconferences, on-campus workshops or study blocks. Distance education offers the opportunity to study in ways which suit your specific circumstances and to adapt a flexible approach to learning. However, it also requires an 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 NSWIOP to discuss any concerns regarding 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 and there are opportunities for group teleconference supervision sessions.

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.

Web Based Activities

As part of the learning process, students may be expected to participate in a web based activity and respond to questions and discussion points. Participation in these activities forms part of the overall assessment for the unit of study. Most of the web based activities ask for your views and opinions or reflection on issues and your postings will be commented on and responded to. At an informal level, students can use a student forum to chat to other students, get advice about assignments and discuss any general issues associated with the unit.
Students undertaking postgraduate study at NSWIOP require regular computer and internet access.

**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.

**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

Students undertaking the Child & Adolescent programme of study will develop skills in assessment, treatment planning and intervention in their chosen field of mental health within a multidisciplinary context. These fundamental skills are consistent with the National Practice Standards for the Mental Health Workforce (2002), which highlight the importance of consumer and carer participation, awareness of diversity, promotion and prevention and early detection and intervention. The NSWIOP also highlights throughout all its training programmes, evidence-based assessment and treatment planning and intervention based on sound ethical practice and professional responsibilities.

The programme of study allows for the development of further specialised knowledge and skills as the student progresses through each level. For example, a student may elect to develop mental health counselling skills by undertaking introductory level units in Graduate Certificate or Diploma level, moving on to more advanced or specialised level units then, particularly at Master level, undertaking units of study where he/she is required to analyse, critique, review or debate specific aspects of counselling. Where units of study require the development of practical skills (e.g. counselling and family therapy), students meet regularly for supervised practice and review of clinical work. This is provided by the NSWIOP Education faculty.

Course Content and Structure

The Child & Adolescent 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 elective units further develop areas of specialisation in the chosen area of study. The biopsychosocial model and population health approach underpin course structure and design.

At the Certificate level, students cover core and fundamental theoretical and clinical training in mental health. At the Diploma level, students elect to undertake further specialisation in their chosen field, which enables them to develop and apply their clinical knowledge and skills.

Students successful in progressing to Master level, undertake a course of study which aims to develop higher order skills and analysis, critical evaluation and creative application of advanced knowledge.
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 (Child & Adolescent) 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 of 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 Postgraduate 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 an 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 Child & Adolescent Mental Health courses aim to improve the competency of clinicians practicing in the Child & Adolescent Mental Health field. The objectives are informed by the National Practice Standards for the Mental Health Workforce (2002) 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

Level 2 – Graduate Diploma

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

Knowledge

- Describe the social context within which services are provided to persons affected by mental health problems;
- Discuss models of mental health care delivery with a focus on recovery and its application to clinical practice;
- Outline and apply the process of assessment, treatment planning and interventions for common mental health problems;
- Discuss developmental factors and/or life stage issues relevant to the mental health of an individual;

Skills

- Apply theory to clinical practice within a biopsychosocial framework for understanding mental health problems;
- Demonstrate skills in the assessment, treatment planning; and intervention with children and adolescents or adults with mental health problems;

Attitudes

- Describe the impact of clinician attitude on effective clinical practice with people affected by mental health problems; and
- Demonstrate a commitment to lifelong learning, ongoing professional development, evidence-based practice and ethical practice.
Level 3 Master

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

Knowledge

- Analyse the social context within which services are provided to persons affected by mental health problems;
- Critique a range of models of mental health care delivery across the life span and debate the relevance of each approach;
- Outline and discuss a number of theories underpinning the process of assessment, treatment planning and interventions for common mental health problems;
- Examine and analyse the advantages and shortfalls associated with quantitative and qualitative research designs;
- Outline and discuss ethical considerations associated with completing research and applying it within a clinical context;
- Demonstrate awareness of issues associated with evidence-based practice;

Skills

- Demonstrate evidence of critical thinking and analytical skills;
- Demonstrate a capacity to research and apply new knowledge to working with people affected by mental health problems;
- Articulate and implement best practice associated with the assessment, treatment planning and intervention for mental health problems;
- Demonstrate superior competence in the application of advanced clinical skills;
- Be in a position to impart knowledge and influence the practice of others through skills based training or clinical supervision; and
- Promote the implementation of high quality, safe and evidence-based practice;
Attitudes

- Analyse the impact of clinician attitude on effective clinical practice with people affected by mental health problems;
- Demonstrate a commitment to lifelong learning, ongoing professional development, evidence-based practice and ethical practice; and
- Demonstrate informed and enthusiastic involvement in ongoing development of mental health services.
Course Sequence

Please see 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 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) core and elective 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) core and elective 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 (Child & Adolescent)

(Available completely by Distance Education)

** Workshop Attached – View Current Postgraduate Course Handbook for information

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Core Subjects</th>
</tr>
</thead>
</table>
| Undergraduate qualification & relevant work experience in field | GCC003  *Orientation to Child & Adolescent Mental Health*  
GCC026  *Mental Health Problems of Childhood & Adolescence I*  
GCC027  *Mental Health Problems of Childhood & Adolescence II*  
GCV001  *Population Health Approach to Mental Health Services*  
(usually completed over one year (Full Time) with typical study load of two units per semester) |

24 Credit points in total

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 (Child & Adolescent)

Prerequisite: Graduate Certificate in Mental Health (Child & Adolescent) 24 credit points (+60% GPS) or equivalent

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Elective Subjects</th>
</tr>
</thead>
</table>
| EDV036  *Research Methods – Introduction ***  
SCD216  *Issues in Child & Adolescent Mental Health*  
(usually completed over two years (Full Time inclusive GCCHI) with typical study load of two units per semester) |
| Choose two units from list of electives |

48 Credit points in total

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 (Child & Adolescent)

Select either Coursework Pathway or Research Pathway

Prerequisite: Graduate Diploma in Mental Health (Child & Adolescent) 48 credit points (+65% GPA) or equivalent

**Coursework Pathway (MCHIC)**

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Elective Subjects</th>
</tr>
</thead>
</table>
| EVV070  *Current debates in Mental Health ***  
GMC304  *Therapeutic Perspectives in Child & Adolescent Mental Health*  
EMV312  *Professional and Ethical Issues in Clinical Supervision*  
(usually completed over three years (Full Time inclusive GCCHI & GDCHI) with typical study load of two units per semester) |
| Choose one unit from list of electives |

72 Credit points in total

Graduate at this level with a Master of Mental Health
## Elective Units

Each elective unit is worth 6 credit points. Please see the current Postgraduate Course Handbook for information.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Semester</th>
<th>Level Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMV309</td>
<td>Clinical Supervision **</td>
<td>2</td>
<td>M</td>
</tr>
<tr>
<td>EVV012</td>
<td>Special Topics in Family Therapy</td>
<td>2</td>
<td>GD M</td>
</tr>
<tr>
<td>EVV017</td>
<td>Mental Illness and Substance Abuse</td>
<td>2</td>
<td>GD M</td>
</tr>
<tr>
<td>EVV025</td>
<td>Introduction to Attachment Theory **</td>
<td>2</td>
<td>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>
<td>Mental Health Emergency Care</td>
<td>2</td>
<td>GD M</td>
</tr>
<tr>
<td>EVV071</td>
<td>Clinical Leadership for Innovation</td>
<td>2</td>
<td>GD M</td>
</tr>
<tr>
<td>GCA006</td>
<td>Contemporary Issues in Mental Health</td>
<td>1</td>
<td>GD M</td>
</tr>
<tr>
<td>GVA018</td>
<td>Trauma and Mental Health I (Impact &amp; Recovery)</td>
<td>1</td>
<td>GD M</td>
</tr>
<tr>
<td>GVA019</td>
<td>Trauma and Mental Health II (Interventions and Systems)</td>
<td>2</td>
<td>GD M</td>
</tr>
<tr>
<td>SDF615</td>
<td>Foundations of Family Theory I **</td>
<td>1</td>
<td>GD M</td>
</tr>
<tr>
<td>SDF616</td>
<td>Foundations of Family Theory II **</td>
<td>2</td>
<td>GD M</td>
</tr>
<tr>
<td>SDF617</td>
<td>Core Skills in Family Sensitive Therapy **</td>
<td>1</td>
<td>GD M</td>
</tr>
<tr>
<td>SDF618</td>
<td>Simulated Practice (Family Sensitive Therapy)</td>
<td>2</td>
<td>GD M</td>
</tr>
</tbody>
</table>
Level 1: Graduate Certificate

Available Completely Distance Education

GCC003 - Orientation to Child and Adolescent 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

Required Textbook


Status

Core unit in Child and Adolescent Mental Health Programme.

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

Pre-requisite / Co-requisite Subjects

Students need to have some experience in working with children and adolescents or be prepared to undertake voluntary work in this area to supplement the learning and practice in this field.

Relationship to Course Objectives

The purpose of this subject is to equip students with a solid theoretical understanding of the nature and presentation of common mental health presentations in childhood and adolescence. Students will develop interviewing and assessment skills and be able to apply these with confidence in developing a clinical formulation of the presenting problems which will guide therapeutic interventions. This unit of study contributes to the knowledge and experience students need to demonstrate course learning outcomes.
Learning Outcomes

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

- describe the developmental context of child and adolescent mental health problems;
- develop assessment, classification, formulation and report writing skills;
- develop interviewing skills to engage children, adolescents and their families in therapy;
- describe the impact of the family life cycle
- analyse one’s own role and responsibilities regarding legal and ethical issues and working collaboratively with other agencies;
- apply interviewing and assessment skills to work effectively in emergency and crisis situations.
GCC026 - Mental Health Problems of Childhood and Adolescence I

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

Required Textbook

Status
Core unit in Child & Adolescent Mental Health programme.

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

Pre-requisite / Co-requisite Subjects
This unit is suitable for those students who currently work, or plan to work, in child, adolescent and family mental health.

Relationship to Course Objectives
The purpose of this subject is to equip students with a solid theoretical understanding of the nature and presentation of common mental health presentations in childhood and adolescence with specific attention paid to the application of evidence-based therapeutic interventions. Students will broaden their knowledge and skills in the areas of externalising disorders, developmental delay and feeding and elimination problems of childhood and adolescence. This unit solidifies student’s core understanding of developmental issues and builds on therapeutic intervention skills. 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 be better able to:

- describe the major styles of interventions when working with children, adolescents and their families;
- describe the types of attachment disorders;
- make a differential diagnosis between the externalizing disorders and describe the key features;
- recognize how to assess and treat anxiety disorders, trauma related disorders, depression, self-harm and suicide;
- become familiar with how eating disorders present in young people and be able to assess and intervene age appropriately;
- evaluate intervention strategies effectively; and

This unit provides students with core therapeutic skills in working with children and adolescents presenting with emotional and behavioural problems. The course broadens theoretical knowledge and skills in therapeutic interventions and emphasizes the importance of understanding the development of psychosocial problems due to attachment problems in early development.
GCC027 - Mental Health Problems of Childhood and Adolescence II

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

Required Textbook

Status
Core unit in Child & Adolescent Mental Health programme.

Pre-requisite / Co-requisite Subjects
This unit is a postgraduate course and is open and suitable to all health professionals working in community, educational, welfare or hospital settings. Students need to have access to working with children and/or adolescents either in a work or voluntary capacity.

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

Relationship to Course Objectives
This unit continues to build on the topics covered in GCC026.

The purpose of this subject is to equip students with a solid theoretical understanding of the nature and presentation of common mental health presentations in childhood and adolescence with specific attention paid to the application of evidence-based therapeutic interventions. Students continue to broaden their knowledge and skills in assessment and therapy for the problem areas of anxiety disorders, trauma related disorders, psychosis and bipolar disorders, substance misuse and mental disorders and physical health.

On completion of this unit students will have covered both internalising and externalising problems of behaviour in childhood and adolescence. 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 be better able to:

- describe the major styles of interventions when working with children and young people and their families;
- apply assessment and intervention strategies when working with children with developmental delay;
- develop strategies to work with children presenting with autistic spectrum disorders;
- develop strategies to work with children presenting with specific learning disabilities;
- assess and treat young people presenting with early onset psychosis;
- describe principles of cross cultural assessment and treatment;
- apply cognitive behaviour therapy to a wide range of mental health problems;
- apply family therapy to a wide range of mental health problems; and
- apply interpersonal therapy and mindfulness practices.
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.

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
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:

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>2 day face-to-face workshop</td>
<td>15</td>
</tr>
<tr>
<td>Self-directed learning</td>
<td>135</td>
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</tbody>
</table>

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;
- demonstrate an understanding of 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
- demonstrate an understanding of research and apply evidence-based practice within their workplace.
SCD216 - Issues in Child & Adolescent 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 Mental Health Programme.

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

Pre-requisite / Co-requisite Subjects
This is a core unit offered to students in year 2, undertaking the Graduate Diploma or the Master in Child & Adolescent Mental Health programme.

Relationship to Course Objectives
Students undertaking this unit will be introduced to a number of presentations in child & adolescent mental health influenced by social and cultural factors. Building on and complementing the mental health presentations considered in the certificate course this unit will consider the influence broader issues have on child & adolescent mental health. Continuing the focus of a biopsychosocial developmental approach to assessment introduced in earlier units this unit encourages students to reflect on the broader social, cultural and economic factors that may influence development and mental health presentations.
Learning Outcomes

- describe the diagnosis, assessment and treatment of adolescent substance abuse;
- demonstrate an understanding the impact of chronic illness on child, adolescent and family development;
- describe the effects of bullying and outline intervention strategies;
- describe the consequences of child abuse and neglect;
- effectively make a report of suspected child abuse or neglect;
- develop awareness of the impact of broader issues relating to teenage pregnancy;
- understand the impact of parent-adolescent conflict;
- describe interventions to deal with sustained parent-adolescent conflict;
- describe the impact of cyber-bullying on child & adolescent development and mental health;
- explain the impact of immigration and detention on a young person’s mental health;
- value the complexities of gender development amongst children and young people;
- appreciate the impact of broader societal factors on the mental health of children and young people from young people for Aboriginal and Torres Strait Islander backgrounds;
- describe the developmental and mental health consequences of youth homelessness.
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.

1 day face to face workshop 7 hours (Advised on enrolment)
Self-directed learning 143 hours

Status
Core unit in Master of Mental Health programme – Coursework Pathway.

Pre-requisite / Co-requisite Subjects
This unit is suitable for students in year 3 undertaking the Master in Child and Adolescent Mental Health programme.

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:

- demonstrate an appreciation of the role of debate and discussion in the promotion of reflective practice in mental health;
- demonstrate respect for view and perspectives that are different from one’s own;
- demonstrate an ability to synthesise different sources of information in order to identify and evaluate debate topics;
- identify a debate of current relevance within the students own area of mental health practice;
- evaluate the arguments and evidence presented for a debate topic;
- critically analyse the factors contributing to the debate topic;
- evaluate and defend a position on the topic of debate, with reference to the student’s own current area of practice;
- evaluate and defend a position on the topic of debate, with reference to the broader context of mental health services;
- discuss the implication of the debated topic for mental health service provision in the student’s current context of mental health practice; and
- discuss the implication of the debated topic for mental health service provision on a state or national scale.
GMC304 - Therapeutic Perspectives in Adolescent 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 programme – Coursework Pathway.

Pre-requisite / Co-requisite Subjects
This unit is suitable for those students who have completed the Graduate Diploma in Child & Adolescent Mental Health or its equivalent.

Relationship to Course Objectives
Students undertaking this course are required to develop advanced skills in assessment and intervention in child and adolescent mental health. This unit builds on the foundation skills students have developed in the certificate and diploma course, and requires that they develop advanced therapeutic skills in the therapies applicable to child and adolescent mental health (e.g. individual therapy, family therapy and cognitive behaviour therapy). In particular, students will be required to identify the appropriateness of various models of intervention associated with child and adolescent mental health practice and be able to apply these to complex mental health presentations. Students need to be prepared to critically evaluate the literature and their own work as they apply these skills in 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 participation in this unit students will be better able to:

- critically compare and contrast three models of therapy used in clinical practice in child and adolescent mental health;
- demonstrate extensive theoretical knowledge and be able to develop advanced clinical skills in working with multi-stressed families with complex presentations;
- critically analyse the strengths and deficits of each model;
- extend their knowledge further in the assessment and treatment of a wide range of presenting problems in the child and adolescent mental health field; and
- use their expert knowledge either in their roles as managers or supervisors in their chosen field.
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 programmes – Coursework Pathway.

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

Pre-requisite / Co-requisite Subjects
This unit is a core of the Master of Mental Health (Child & Adolescent), (Family Therapy), (Adult) and (Older Person) programmes.

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:

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

<table>
<thead>
<tr>
<th>Workshop Series</th>
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<tbody>
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<td>Self-directed learning</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.

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