Psychiatry Training in NSW

Education Support Fund
Supported Projects
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Available in PDF form on the HETI website: www.heti.nsw.gov.au
1. Introduction

The Education Sub-Committee (ESC) of the Psychiatry State Training Council (PSTC) has delegated authority to manage and allocate the Psychiatry Education Support Fund (ESF). The Committee also oversees the development and implementation of ESF guidelines and procedure. It is important to note that the projects listed below were assessed each year under slightly different versions of the guidelines and procedure documentation, taking into account improvements and review over the years. Refer to the Health Education and Training Institute (HETI) website for current guidelines documentation. The ESC provides expert advice to the PSTC and the HETI on education matters in the PSTC Strategic Plan, or as raised by the PSTC.

2. 2013-2014 Psychiatry Education Support Funded Projects

2.1 Mental Health Crisis in people with an intellectual disability: an e-learning module

*Project Principal: A/Professor Julian Trollor*

**Synopsis:** The objective of this project is to increase the competency of health and mental health staff in emergency and inpatient settings, in their responses to acute mental health or behavioural crises in people with an intellectual disability. This will be achieved through the creation of an e-learning module, which will be housed on the Department of Developmental Disability Neuropsychiatry (3DN) website: [www.idhealtheducation.edu.au](http://www.idhealtheducation.edu.au)

The online education resource will complement e-health and e-learning initiatives being developed by 3DN, the University of New South Wales, NSW Health, HETI, the South East Sydney LHD (MRID.net), Ageing, Disability and Home Care in the NSW Department of Family and Community Services (ADHC), and the Agency for Clinical Innovation (ACI). The project aims to contribute to the prevention of unnecessary hospitalisation of people with an intellectual disability.

2.2 Violence Risk Assessment & Management Training - A Structured Professional Judgement Approach

*Project Principal: A/Professor Kimberlie Dean*

**Synopsis:** The proposed project entitled ‘Violence Risk Assessment & Management Training – A Structured Professional Judgement Approach’ aims to develop psychiatry trainee
knowledge and skills in violence risk assessment and management utilising the current international best practice approach. It is also intended that the project will be open to clinicians from a range of professional backgrounds and that training will take place in a multi-professional environment.

The project consists of delivery of two 2-day training workshops focused on violence risk assessment and management utilising a Structured Professional Judgement approach (focused on use of the HCR-20 or HCR-V3 instrument). The workshops will be delivered in a Sydney metro and regional location and will be delivered by expertly trained trainers who have considerable clinical, teaching and academic experience and expertise in relation to violence risk assessment and management. We also intend to provide post-workshop supervision of trainees and other clinicians to further develop skills obtained during the training which are later applied to the clinical setting of each individual (and to enable a ‘real-life’ evaluation of the outcome of the training).

2.3 Violence Risk Assessment & Management Training for Youth Mental Health Clinicians and Psychiatry Trainees

*Project Principal: Dr Clare Gaskin*

**Synopsis:** Delivery of eight training sessions (two days each) across NSW to enhance the skills of Youth Mental Health Clinicians and Psychiatry Trainees with regard to violence risk assessment and management of young people presenting to mental health services.

2.4 Developing Simulated Patient Resources for Communication Skills Training in Psychiatry

*Project Principal: A/Professor Carmel Loughland*

**Synopsis:** Skills in communication with patients and families about mental illness are now included as core skills in basic psychiatry training requirements. However, major gaps in skills and confidence in this task are evident in research findings from previous work by our team (Levin et al., 2011).

To improve registrars’ skills in communicating with patients and families about psychiatric disorders and the implications for prognosis and treatment, HNET Psychiatry (supported by a previous HETI ESF grant) has developed training modules and manuals focused on specific communication skills in these areas. However, to deliver appropriate, real world training for registrars, there is a need to develop highly trained simulated patients and families based on psychiatric scenarios that allow registrars to learn, practice, and evaluate communication skills in a safe, supported environment with the ability for immediate feedback. Support is sought to develop simulated patient training resources specific to psychiatry.
This will involve the development of Standardised Patient Guidelines; scripted scenarios specific to psychiatry, training workshops for actors, standardised patient assessments (SPAs) and coding tools, self-evaluation knowledge tests with model answers, and the production of digital recordings of ‘gold standard’ interviews with actors. These resources will be compiled into a resource library for psychiatry that can be utilised for training future simulated patients. This resource will have broader benefits to the existing HNET Psychiatry communication skills training program. For example, standardisation of simulated patients is important to support improved assessment of communication skills and high quality training of simulated patients promotes clinical authenticity of the simulation and hence high fidelity of the simulated training experience. Such training will also support the provision of high quality feedback to trainees from simulated patients as an important component of the learning experience. While the use of actors for role play scenarios in psychiatric training and assessment is increasing, there are few resources available to training programs to support maximum quality, effectiveness and evaluation of such training.

In this project, the SPAs and coding will be used to assess pre and post communication skills training in psychiatrists in training, while the digital recordings will be made available as on-line education tools for psychiatrists and will be especially valuable for those located in rural and remote sites and for use in tele-psychiatry.

A process evaluation will be undertaken and the resources will be evaluated using pre and post training outcomes for simulated patients, and the uptake of skills and quality of feedback to trainees. Lastly, the research will examine the process for expanding the program to other mental health professionals (nursing, allied health) and the development of a State-wide mental health training programme.

2.5 Cognitive Behaviour Therapy Skills for Anxiety Disorders (Round 2)

*Project Principal: Dr Catherine Hickie*

**Synopsis:** This project will provide a series of interdisciplinary workshops on CBT skills for anxiety disorders in a rural setting. Anxiety disorders are common disorders in the community and are also co-morbidities with other psychiatric conditions treated in mental health services, such as psychotic, personality and drug and alcohol disorders. Limited access to skills development is a challenge for trainees, CMOs and other clinicians in rural areas. This workshop will provide training from a highly regarded expert who has extensive experience of psychiatry practice in rural NSW. It will also provide HETI with resources to be made available on the elearning website.
2.6 Early Start Denver Model (ESDM) Training Project

Project Principal: Professor Valsamma Eapen

Synopsis: This ESDM Training Project involves the following components:

1. Introductory Course: In this one day introductory workshop, participants will learn about the theoretical and empirical framework, curriculum and teaching principles of the ESDM. Topics include how to:
   • Administer and complete a developmental assessment of children's skill levels; • Develop individualized, developmentally appropriate teaching objectives;
   • Implement the ESDM teaching practices and fidelity system to evaluate technique use; and
   • Maintain data systems and address poor or limited child progress, when needed.

Who may attend the ESDM training?
Anyone wanting to learn more about the ESDM, including parents, may attend this introductory level workshop. Participants must read and bring to the training a copy of the manual “Early Start Denver Model for Young Children with Autism: Promoting Language, Learning, and Engagement”, which they will receive upon registering and paying for the workshop.

2. Advanced Workshop: in this three day workshop, participants will gain in-depth training in the curriculum assessment and teaching procedures of the Early Start Denver Model (ESDM). They will learn how to carry out ongoing therapy using the ESDM. Teams of 3-5 professionals will be grouped together to work directly with young children with ASD. Coaching and feedback will be provided on how to generate and embed a developmentally appropriate teaching curriculum into naturalistic routines for young children with ASD. Topics include how to:
   • Use the curriculum for evaluating children's skill levels across developmental domains;
   • Build quarterly objectives and data systems and address poor or limited child progress when needed;
   • Teach developmental objectives embedded inside naturalistic play routines; and
   • Self-evaluate technique use of intervention strategies.

The ESDM advanced workshop is intended for professionals who would like to develop expertise in working with preschool children with Autism Spectrum Disorder (ASD); You must have completed or be enrolled in the introductory workshop in order to participate in this three-day advanced training.
2.7 Two-day Observed Clinical Interview (OCI) Examination Preparation Workshop for Psychiatry Trainees

*Project Principal: Dr Lyn Chiem*

**Synopsis:** A two-day examination preparation workshop for the OCI will be conducted for RANZCP trainees in August 2013 and repeated in April 2014. The first day of the workshop will be oriented towards the clinical approach and management for key disorders with a focus on those disorders of which trainees may have had limited experience (e.g. eating disorders, psychiatry of old age, forensic, drug and alcohol). The second day of the workshop will focus on formulation and management (‘data synthesis’ and ‘action plan’) and provide opportunity for trainees to perform mock examinations with psychiatrists who have been and/or are currently RANZCP Examiners.

2.8 Trial Exam Workshop and Trial Written Exams

*Project Principal: Dr Louise Nash*

**Synopsis:** This project has two components:

1. A written exam workshop for one day open to all trainees who have not yet done their written exams. Dr Martin Cohen has facilitated this workshop for the past four years and will do so again in 2014.
2. A trial written exam that Dr Nash co-ordinates. This is open to all candidates who are sitting the College exams in August 2014, and the trial exam will be conducted in May or June 2014.

2.9 Psychotherapy Workshops

*Project Principal: Dr Loyola McLean*

**Synopsis:** A series of three workshops will run on Saturdays in the 12 months from July 2013 to end June 2014. Topics will cover important issues in learning Psychotherapy for Basic and Advanced Trainees and one workshop (Indigenous Health) which will cover material designed for an Interprofessional context.

Each workshop will be facilitated by Psychotherapy Educators from different areas and hosted at a centralised location. Workshops will be teleconferenced on the day in order to provide access to training for rural trainees. Workshops will also be recorded and distributed to all psychiatry training networks in NSW.

Workshops will be provided by local specialists within the field of psychotherapy in each area, as well as national/international experts within the field.

One workshop on the long psychotherapy case will be run in partnership with the RANZCP NSW Branch Section of Psychotherapy to build collaborations and sustainability. This
workshop will also provide an opportunity for an advanced trainee to develop teaching skills by presenting on an aspect of the long case.

2.10 HETI Forums

*Project Principal: HETI Program Coordinator*

**Synopsis:** There are two forums that will be run in the 2013-14 financial year.

1. The Advanced Trainees’ Forum will again be held in 2014 looking at conflict and negotiation skills. The 2014 forum will discuss ‘preparation for consultancy’ as agreed by the ESC and the PSTC – to run this forum every 2 years.

2. The Supervisors’ Forum in 2013 will discuss Leadership and Management skills. The 2014 Supervisors’ Forum will look at implementation of an interprofessional approach to supervision.

3. **2012-2013 Psychiatry Education Support Funded Projects**

3.1 *An Education Update on C-L Psychiatry*

*Project Principal: Professor Nagesh Pai*

**Synopsis:** A combined didactic and workshop model of training conducted over a weekend to update the trainees in psychiatry in the area of Consultation Liaison Psychiatry.

**Workshop Topics:**

- Assessment of psychosocial factors affecting individual vulnerability and course and outcome of any type of disease
- Stress and the individual. Mechanisms leading to disease
- Principles of psychiatric evaluation of medical and surgical patients
- Enhancing patient engagement in chronic disease
- Psychological responses to illness: what every doctor should know?
- Psychiatrists at the interface of psychiatry and ethics in the consultation liaison setting
- Approaches to treatment decisions for psychiatric comorbidity in the management of the chronic pain
- Psychopharmacological issues when dealing with medically ill patients.

**Training materials:**

A participant workbook and recorded materials that will be made available to other trainees across NSW.
3.2 Written Exam Training for psychiatry trainees: workshop and exam

*Project Principal: Dr Louise Nash*

**Synopsis:** There are two components to this project: 1. A full day workshop presented by Dr Martin Cohen to assist Psychiatry trainees in preparing for the written examinations for their Fellowship. 2. A trial written examination conducted by Dr Louise Nash and marked by members of the RANZCP Branch Training Committee.

3.3 Teaching to Teach

*Project Principal: Dr Catherine Hickie*

**Synopsis:** This project will provide teaching to registrars to assist their confidence as teachers of medical students who are on clinical placement. We will develop and deliver workshops that use interactive techniques.

**Firstly** we will develop a series of videos each a simulation of a medical student reporting on a clinical assessment to a psychiatry trainee and the trainee giving feedback. These videos will be used as teaching aids for workshops.

**Secondly** we will develop workshops of 2-3 hours duration consisting of an introduction to role and importance of registrar in medical student teaching; the principles of giving feedback in clinical settings; participants will view video clips and then be invited to participate in role play. We will video role play and replay to participants to encourage self-assessment. Previous studies suggest that viewing self-performance is a powerful form of feedback. At the completion of the workshops the actor simulation videos will be made available as an online resource for the trainees.

3.4 Communicating with the Supervisor Dyad

*Project Principals: Dr Margot Phillips/Dr Spencer Duke*

**Synopsis:** A half-day workshop to be attended by both supervisors and trainees addressing the supervisory dyad and the issues that arise within this context. The workshop will use role-play to simulate real-life workplace experiences. The half-day workshop will be run twice in order to maximize attendance and minimize impact on service provision. The workshop will be taped so that consultants and trainees in the future can benefit.
3.5 NSW State Wide Training Days in Addiction Psychiatry and Addiction Medicine  
*Project Principal: Dr Mark Montebello*

**Synopsis:** Three State Wide Training Days in Addiction Psychiatry and Addiction Medicine in 2012 to improve trainees’ and CMOs’ knowledge and skills in the assessment and management of patients presenting with drug and alcohol problems, and related morbidities; encourage networking between trainees and CMOs working in different settings, particularly trainees from more isolated rural centres; showcase addiction psychiatry / medicine as a vibrant, dynamic and interesting field, and potentially increase the number of doctors wanting to pursue a career in this field; and through a variety of educational approaches, have trainees and CMOs present what they learnt to their colleagues. This could include presenting completed training requirements e.g. research projects, QI activities or presentations that are prepared on the spot such as debates or recreating media experiences.

3.6 Filming and Video Production of Acted Psychotherapy Assessments  
*Project Principal: Dr Loyola McLean*

**Synopsis:** A series of 3 videos will be produced from July 2012 to July 2013 to offer 3 examples of assessing a patient with severe symptoms and complicating personality factors for Psychotherapy. The ‘cases’ will be scenarios and a role provided by experienced psychotherapeutic clinicians who are very familiar with audio-taped sessions. The clinicians will provide detailed background and consultant support for the preparation of an actor who will then perform with the clinician in the “assessments” which will be filmed. A different clinician will perform each “assessment” so that trainees see the differences in style that can nevertheless achieve the data and rapport necessary. Each video will be coordinated one or more of the Faculty and filmed at a suitable location (such as the Pam McLean Centre). Videos will be recorded and after editing, distributed to all psychiatry training networks in NSW. The consulting clinicians are all local or international experts in aspects of psychotherapy.

3.7 Clinical Presentation Skills Workshop  
*Project Principal: Dr Mark Walker*

**Synopsis:** RANZCP Trainees and IMG’s often have difficulty passing the RANZCP clinical exams. One area that they are often deficient is verbal presentations skills and anxiety management within the examination setting.

The one day clinical skills workshop proposed to be held twice in the financial year will be focusing on presentation skills, formulation of clinical long case (OCI) presentations and how
to present findings of mental status examination including cognitive testing. There would be an opportunity for 15 attendees per workshop. Three workshops will run concurrently through the day. Trainees have the opportunity to rotate at each workshop.

1. Clinical Exams. The importance of a strong opening and closing in the OCI. Specifically focusing on vocal projection, vocal variety and non-verbal skills.
2. Formulations. How to bring it together under pressure
3. Cognitive Testing. How to test / What to present
4. Anxiety management in the exam
5. Skills to help answer the examiners questions

Trainees will be videotaped prior of the workshop and at the end of the day as a feedback tool to show they have improved with respect to presentation skills. The workshop with be facilitated by RANZCP Accredited Examiners and a fully qualified Speech and Drama Teacher. A similar workshop was conducted at Nepean Hospital in 2011. 3 IMGs and 6 RANZCP trainees attended. All attendees found the program instructive and most helpful in their preparation for the RANZCP clinical exams.

3.8 Psychotherapy Workshops

*Project Principals: HETI Psychotherapy Educators*

**Synopsis:** A series of two workshops will run on Saturdays in the 6 months from January to June 2012. Topics will cover important issues in learning Psychotherapy for Basic Trainees. Each workshop will be facilitated by Psychotherapy Educators from different areas and hosted at a centralised location. Workshops will be teleconferenced on the day in order to provide access to training for rural trainees. Workshops will also be recorded and distributed to all psychiatry training networks in NSW.

Workshops will be provided by local specialists within the field of psychotherapy in each area, as well as national/international experts within the field.

3.9 Two Day Seminar on Eating Disorders

*Project Principal: Dr Amanda Bray*

**Synopsis:** The aim of this project is to coordinate a psychiatry and physician registrar focused; skills based two day training in eating disorders at Goulburn Base Hospital to be conducted in May 2013. This will increase the skills of rurally based registrars (psychiatry and physician) in the assessment and management of eating disorders; increase awareness of these conditions among psychiatry and physician trainees; and improve the skills of psychiatry registrars in the formulation of individuals with eating disorders/body image disorders.
3.10 Assessing and Improving Psychiatry Trainee's Attitudes, Knowledge and Skills Towards Court Diversion in Sydney, NSW

Project Principal: Dr Anna Farrar

Synopsis: The aim of the project is to assess psychiatry trainee’s attitudes, knowledge and skills to court diversion in Sydney, NSW both before and after an educational intervention. The study group will be year 1 and year 2 psychiatry trainees enrolled in the mandatory educational program at The NSW Institute of Psychiatry (IOP) including a control group of trainees who do not receive the intervention. Outcomes will be assessed through specific questionnaires. The timeframe of the project is 6-12 months from July 2012 to July 2013. This project will fulfil the research requirement for the IOP Master’s program and the research component for Advanced Training in Forensic Psychiatry.

3.11 Introduction to Psychiatric Epidemiology

Project Principal: Dr Amanda Bray

Synopsis: Introduction to Psychiatric Epidemiology is designed for trainees in psychiatry from first year onwards. The course is designed to introduce psychiatry trainees to the basics of study design and research methodology. There will be three presentations, one on information about study types and how to identify them, one looking in detail about case control studies and cohort studies, and the final presentation looking at randomised controlled trials and systematic reviews. Interactive exercises are built into every presentation, for example, participants are given excerpts of abstracts and asked to identify study type and justify their choice. In another exercise, participants are asked to develop 2 x 2 tables and use these to calculate relative risk.

A list of resource materials is also provided to participants:

- Journal articles
- Online resources
- Textbooks

Discussion is given to implementation of this material in the RANZCP Written examination, and obviously, there are lots of opportunities to ask questions.

3.12 Psychiatry Forums 2013 (x2): Advanced Trainee Forum & Supervisors' Forum

Project Principal: HETI Project Officer

Synopsis: The Advanced Trainees’ Forum was successfully held in 2012 with approximately 25 attendees. The forum discussed ‘preparation for consultancy.’ The subject matter for the 2013 Advanced Trainees’ Forum has yet to be confirmed.
The Supervisors’ Forum in 2012 discussed Workplace Based Assessment and the impact of the RANZCP Competency Based Fellowship Program (CBFP), to be rolled out in 2013. The 2013 Supervisors’ Forum will possibly provide additional supports for supervisors in the implementation of the CBFP in practice.

### 3.13 Supporting Training in Psychosocial Medicine via Balint groups

*Project Principal: Dr Kirsty Foster*

**Synopsis:** To provide a day of training and networking for medical educators on the use of Balint groups to support development of the understanding of psychosocial medicine and its relevance to delivery of high quality patient care. The attending educators will be involved in the teaching of medical students, JMOs, psychiatry trainees and other health clinicians. A professional quality teaching video of the day will be produced facilitating longevity of impact of the event.

### 3.14 Development of an operationalised teaching process for the psychiatric clinical interview

*Project Principal: Dr Jeffrey Streimer*

**Synopsis:** Completion of the project initially supported in the 2007-2008 financial year.

### 4. 2011-2012 Psychiatry Education Support Funded Projects

#### 4.1 Assessment and Management on Stalking Behaviour

*Project Principal: Dr Andrew Ellis*

**Synopsis:** Advanced Trainees in Forensic Psychiatry, Forensic Allied Health and Nursing and other Psychiatry trainees will learn to use the ‘Stalking Risk Profile Tool’ in medico legal settings.

#### 4.2 Dialectical Behaviour Therapy (DBT) teaching module for Psychiatrists in training

*Project Principal: Dr Warren Kealy-Bateman*

**Synopsis:** One of the most common presentations during acute mental health care is the individual with Personality Disorder. Clinical approaches remain contentious as the provision of treatment is limited by a public health system reluctant to provide inpatient care, few well understood treatment options among some clinicians and a strong countertransference
4.3 Prevocational Training Program for PGY1 and 2. Dubbo Base Hospital

*Project Principal: Dr Warren Kealy-Bateman*

**Synopsis:** As presented at the anzMET 2007 conference, challenges remain when PGY1s and PGY2s are allocated to inpatient psychiatry teams. Often the allocation is one intern or resident for a large ward with a number of registrars. So who do they work with and what do they do? Feedback from this group in the 2006-2007 period in the Illawarra Psychiatry Units initially suggested poor role orientation and satisfaction with this term. Attempts at engaging the junior medical workforce and improving this initial process paid dividend in terms of JMO satisfaction and future progression to vocational training in Psychiatry.

The aim of this project is to develop a three hour orientation package for PGY1s and PGY2s that will enable them to understand their role and from the outset map the professional development they wish to experience in the term. They project will encourage brief experiences outside the ward (for example a scheduled session with a community team). This will be followed by five one hour interactive workshops focussing on: the assessment of patients with regards to risk; skills in history taking; skills in Mental State Examination; psychosis; low mood and mania; family and community in psychiatry. This will not simply be a didactic presentation that replicates earlier experiences as a medical student. Instead it will engage senior medical staff in the supervisory and learning environment of the JMO. Core experiences with patients will be part of this learning with opportunities for competency based assessment by supervisors. The individual teaching sessions will be structured for teaching on the run use. The project will use PowerPoint presentation as a cornerstone and materials (including references) will be available in LDF format and for uploading on the iBook application (for iPad and iPhone).

4.4 Basic Clinical Competencies for first year registrars

*Project Principal: Dr Elsa Bernardi*

**Synopsis:** To support and sustain first year registrars through a small manual of survival especially for the first 6 months focussing on basic clinical competencies delivered by Senior/Advanced trainees/First year consultants through small group tutorials.
4.5 Skills Training in Metabolic Management of patients with severe mental illness

*Project Principal: Dr Jackie Curtis*

**Synopsis:** The aim of this project is to deliver psychiatry and general practice skills based training in the form of 2 half day workshops (one metropolitan and one rural) to health workers (medical, nursing and allied) involved in the care of patients with severe mental illness. We also aim to further develop training resources for the management of metabolic complications in patients with severe mental illness which can be utilized by the multi-disciplinary team involved in the care of patients with severe mental illness.

4.6 Online education resource for Psychiatrists and Psychiatry trainees: mental disorders and intellectual disability

*Project Principal: A/Professor Julian Trollor*

**Synopsis:** In 2010 IMET awarded a $7,556 grant to the Department of Developmental Disability Neuropsychiatry (3DN) to fund the filming and editing of a two-day workshop series (Project title: *Mental Illness in People with Intellectual Disability: An Online Resource for Psychiatrists and Psychiatry Trainees*). The workshops were delivered to clinical mental health staff of the South Eastern Sydney Area Health Service, and provided training centred on mental disorders in adults with intellectual disabilities. As outlined in the Interim Progress report for the above project, submitted 18 April 2011, 3DN hopes to extend the scope of the project beyond its original aim of creating simple edited videos of each module, and instead to incorporate the footage as a valuable element of an integrated, more sophisticated series of online learning modules based on the workshop content.

4.7 One-day Multidisciplinary Psychiatry of Old Age Workshop for Basic and Advanced Trainees in NSW

*Project Principal: Dr David Burke*

**Synopsis:** A one-day multidisciplinary workshop in Psychiatry of Old Age will be conducted for RANZCP basic and advanced trainees in November 2011 and repeated in March 2012. The workshop will be oriented towards day-to-day multidisciplinary clinical practice in psychiatry of old age. The speakers will be members of the St Vincent’s Hospital Psychogeriatric Mental Health Service, including doctors, clinical psychologists, neuropsychologists, Dementia Behaviour and Assessment Support (DBMAS) clinicians, social workers and clinical nurse specialists (CNSs) with expertise in hospital and community psychogeriatrics, and clinical research and education.
The workshop will be conducted using a mix of didactic teaching, interactive problem-based case presentations, interactive expert panel case discussion, and large group tutorials.

4.8 Developing the Personal and Professional Capacity of Psychiatry Registrars  
*Project Principal: Professor Nagesh Pai*

**Synopsis:** To support Registrar resilience, this project will address self-care and personal resilience, professional development with a strong focus on clinical reasoning and the application of medical law and ethics. Outcomes will include downloadable and interactive online resources and multidisciplinary training that will be initially trialed in the Illawarra region with a view to modification as necessary and State-wide roll out.

4.9 Supervisor Forum 2012  
*Project Principal: HETI Project Officer*

**Synopsis:** Annual professional development forum focussing on supervision skill development.

4.10 Advanced Trainee Forum 2012  
*Project Principal: HETI Project Officer*

**Synopsis:** Simulation workshop around feedback and workplace based assessments for Advanced Trainees.

4.11 Written exam workshop & trial written exam  
*Project Principal: Dr Louise Nash*

**Synopsis:** This project has two components: 1. A written exam workshop for one day open to all trainees who have not yet done their written exams. Dr Martin Cohen has done this workshop for the past two years and is happy to do so again. 2. A trial written exam that Dr Nash co-ordinates. This is open to all candidates who are sitting the College exams in August 2012, and we will sit the trial exam in June 2012.

4.12 Psychotherapy Workshops x2 2012  
*Project Principals: HETI Psychotherapy Educators*

**Synopsis:** A series of two workshops will run on Saturdays in the 6 months from January to June 2012. Topics will cover important issues in learning Psychotherapy for Basic Trainees.
Each workshop will be facilitated by Psychotherapy Educators from different areas and hosted at a centralised location. Workshops will be teleconferenced on the day in order to provide access to training for rural trainees. Workshops will also be recorded and distributed to all psychiatry training networks in NSW. Workshops will be provided by local specialists within the field of psychotherapy in each area, as well as national/international experts within the field.

5. **2010-2011 Psychiatry Education Support Funded Projects**

5.1 **Cognitive Behaviour Therapy Workshop Series**  
*Project Principal: Dr Catherine Hickie*

**Synopsis:** A series of four CBT workshops will be facilitated by Dr Hugh Morgan, a psychiatrist and experienced CBT practitioner. Dr Morgan will present a mix of didactic material, role play, case based learning with the aim of CBT skills acquisition building over the nine months of the workshops. Dr Morgan will attend in person at Bloomfield Hospital Orange. He will present four workshops to the same group of registrars spaced over a nine month period. Registrars will be required to attend the first workshop in person but will be able to connect via videoconferencing for the following three workshops. In the first workshop Dr Morgan will provide a theoretical background and demonstrate through role play and case discussion some of the basic CBT skills. In subsequent workshops participants will present case material for supervision and discussion in addition to Dr Morgan providing further teaching.

5.2 **The Saturday Psychotherapy workshops**  
*Project Principals: HETI Psychotherapy Educators*

**Synopsis:** A series of 4 workshops will be run on Saturdays throughout 2010-11. Topics will cover important issues in learning Psychotherapy for Basic Trainees. Each workshop will be facilitated by Psychotherapy Educators from different areas and hosted at a central location. Workshops will be teleconferenced on the day in order to provide access to training for rural trainees. Workshops will also be recorded and distributed to all psychiatry training networks in NSW. Workshops will be provided by local specialists within the field of psychotherapy in each area, as well as national/international experts within the field.
5.3 Adult Education Techniques and Strategies workshop

*Project Principals: HETI Psychotherapy Educators*

**Synopsis:** A professional development full-day workshop focusing on the learning and development component of the role of the Psychotherapy Educator.

Sessional goals will include:

- Developing a framework for conceptualising the learning activities of the psychiatry trainees
- Developing strategies for implementing the framework across a range of learning modalities, including tutorials, workshops and teleconferencing
- Improving the confidence of Psychotherapy Educators in the delivery of training activities relevant to psychiatry trainees.

5.4 Mental Illness in People with Intellectual Disability: On-Line Resource for Psychiatrists & Psychiatry Trainees

*Project Principal: A/Professor Julian Trollor*

**Synopsis:** Psychiatrists and psychiatry trainees will inevitably come into contact with patients with Intellectual Disability and mental disorders. Intellectual disability (ID) affects 1-2% of the population but those with ID experience a disproportionately high rate of mental illness. It is important that psychiatrists are aware of the differences and challenges associated with the dually diagnosed patient group. Resources targeting psychiatrists and psychiatry trainees are currently very limited. UNSW is coordinating training for mental health staff within Southern Eastern Illawarra Area Health Service. This material could easily be recorded and adapted to become an ideal training resource for psychiatrists and psychiatry trainees.

5.5 Preparation Workshop and Trial Written Exam

*Project Principal: Dr Louise Nash*

**Synopsis:** The project has 2 main components: 1. Evaluation of the 2009 and 2010 workshop participant’s expectations and outcome by an online survey to be developed by the project team. 2. IMET/CETI support for the 2011 workshop following the 2010 workshop model.

5.6 Supervisor and Trainee Forums

*Project Principal: HETI Project Officer*

**Synopsis:** 1. Supervisor forum: annual staff development forum focussing on supervision skill development. 2. Trainee forum: Twice yearly forums to gain trainee feedback, progress strategic plan initiatives and promote Psychiatry career pathways.
5.7 Advanced Training Leadership and Management Tutorial Package Development

Project Principal: Dr Michael Bowden

Synopsis: Leadership and Management training is a mandatory component of Advanced Training under RANZCP training by-laws. IMET provided funding to run a Leadership and Management workshop for Advanced Trainees in 2010. This was successfully run over a one and a half day workshop that was positively evaluated by trainees. However, it was clear from trainee feedback that running the workshop over 2 days would allow for more practical exercises to be undertaken during the workshop. Such exercises would include greater emphasis on dealing with conflict, negotiating up and down in management structures within health systems and examining issues related to the transition from registrar to junior consultant. It was also clear that additional materials are required if the workshop can be utilised in other settings.

The current proposed project will further develop and deliver a training workshop for Advanced Psychiatry Trainees that explores the range of knowledge and skills required for leadership and management roles in Psychiatry. Further, it will develop a package of materials that will allow others to run the workshop in the future in a range of settings.

The content of the workshop will be based on the RANZCP training objectives and will cover the basic competencies required for leadership positions within mental health. Accreditation with the RANZCP will be sought so that trainees who have completed the workshop can be documented as having satisfactorily completed this mandatory experience.

The two day workshop will be run on one occasion during the year. The workshop will consist of a number of didactic lectures that can be recorded using IMET recording facilities, as well as interactive sessions that will help trainees to develop specific skills. The course content will be supplemented by readings provided ahead of time that explore the theoretical background of this area of practice.

In 2010 a dinner was held on the first evening of the workshop at which Her Excellency Prof Mari Bashir, NSW Governor, was the guest speaker. This was extremely well received by workshop participants. It is proposed to hold a similar event during this workshop to enhance the training experience.

The workshop will allow the production of a training package that will be accessible via the NSW Institute of Psychiatry website and/or the IMET website, as a way of ensuring ongoing accessibility. It is anticipated that the package will consist of the audio recordings of presentations, PowerPoint slides, reading materials, evaluation materials (including pre- and post-testing) and activities that can be completed with a tutor. This would allow trainees in any location to work through the training materials, supplemented by a tutorial that would complete the training experience and allow accreditation of this experience with the RANZCP.
5.8 Psychotherapy Curriculum Planning workshop

*Project Principal: Dr Michael Bowden*

**Synopsis:** This one day workshop will draw together major stakeholders in psychiatry and psychotherapy education in NSW.

The aim of the workshop will be to develop and outline of the overall curriculum for the psychotherapy component of the Master of Psychiatry / Postgraduate Course in Psychiatry (M Psych / PCP Course) at the NSW Institute of Psychiatry. In addition, general training objectives for each year of this component of the course will be developed.

The workshop will be facilitated by a professional group facilitator, Rebecca Cushway.

5.9 Communication skills training

*Project Principal: Professor Brian Kelly*

**Synopsis:** Medical student education has placed an emphasis on the need for highly developed skills in communication as an important objective of student education. Psychiatry registrars play a major role in the clinical teaching of students, yet their skills in mentorship and clinical training of students in these skills is frequently unaddressed (Polan and Riba 2010).

Furthermore, while the curriculum of the RANZCP has a focus on the skills, attitudes and knowledge required to function as a psychiatrist in Australia or New Zealand, there has been little development of modules that are specifically designed to teach communication skills relating to key elements of clinical practice (e.g. imparting information about psychiatric illness and diagnosis), as has been the case in other domains of medicine. For example, there is clear evidence that there are deficiencies in whether an how a diagnosis of schizophrenia is delivered to a patient, their family or carers (Levin et al, submitted). This is not unique to Australia and there is literature to support the development of structure communication skills programs that enhance the delivery of information to patients, carers and their families in other fields of medicine, but this is relatively underdeveloped in psychiatry. The literature shows that clear, empathic and supported delivery of diagnostic information enhance medication compliance, engagement with the treating team and improves outcomes for our patients. In other fields of medicine such training has been shown to reduce the stress experienced by clinicians in their role and improve both clinician and patient satisfaction with care. This project aims to build such skills in registrars linked to building their capacity to as teachers of these skills.

This project aims to address two current gaps in training:

- The need to improve the quality of communication by psychiatry trainees with patients, families and carers regarding psychiatric illness, outcomes and treatments through the use of a structures program of communication skills training with a focus on the registrar and
other members of the interdisciplinary mental health team. This will use an existing evidence-based communication skills training model adapted for the context of psychiatric illness.

- Need to promote the skills and confidence of psychiatry trainees as mentors in such skills for medical students during clinical attachments in psychiatry through an investigation of the needs and perceptions of trainees regarding their roles as clinical teachers. This will provide the basic for development of a pilot program to train and mentor registrars in the structured teaching and evaluation of communication skills relevant to psychiatry among medical students during clinical psychiatry rotations. Through this role as teacher the registrars will consolidate their own skills in communication but also develop skills and confidence in teaching and training of others (an important objective within the CanMEDS model).

5.10 Family therapy in the context of psychiatric disorders

*Project Principal: Dr Mila Goldner*

**Synopsis:** The main purpose of this project is to teach psychiatric registrars about problems and dysfunction from a family systems perspective. It includes understanding: the characteristics of a functional and dysfunctional family; the theories of the family dysfunction; theories of how an individual family member becomes the identified patient; and gaining an overview of how symptoms and problems in a couple, family, or individual are viewed from a family systems perspective. The project will specifically demonstrate how family, individual, dynamic, and physiological issues intersect in Axis I disorders, and how family therapy is conducted when a family member has a specific disorder. Family approaches and alternatives to hospitalization as well as preventing re-hospitalisation will be addressed. The main schools of family therapy will be presented as well as special techniques and skills of treatment.

5.11 Critical Analysis and Research methodology (CARM) workshop

*Project Principal: Professor Nagesh Pai*

**Synopsis:** These research skills workshops aim to improve critical appraisal and evidence based practice in psychiatry. Specifically, these workshops deal with training registrars to search literature, validating the evidence base, critically assessing cost and benefits of interventions, describing qualitative research and finally achieving organisational change to support evidence based practice.
5.12 Introduction to Psychiatric Epidemiology

*Project Principal: Dr John Lam Po Tang*

**Synopsis:** The aims to support Psychiatry Supervisors and SCOTs in delivering quality education in Psychiatric Epidemiology. Project includes delivery and audio recording of the workshop presentations as a resource and training tool. Revision of the workbook to incorporate additional resources and structure for facilitators. Development and delivery of a training workshop for supervisors.

6. **2009-2010 Psychiatry Education Support Funded Projects**

6.1 Two Day Seminar on Eating Disorders

*Project Principal: Dr Andrew Pethebridge*

**Synopsis:** The aim of this project is to coordinate a psychiatry and physician registrar focused, skills based two day training in eating disorders at Bloomfield Hospital. To be conducted in April 2010 during Orange Food Week.

6.2 Brief Psychological Therapies

*Project Principal: Dr Margot Phillips*

**Synopsis:** To provide psychiatry trainees with a grounding in brief psychological therapies such as Cognitive Behavioural Therapy (CBT) and Dialectical Behaviour Therapy (DBT). The project aims to provide a basic grounding in the various modalities of brief psychological therapies.

The program will incorporate lectures, tutorials and workshops. This use of a range of teaching methods will best be able to provide registrars with both the underpinning theoretical knowledge required, and the opportunity to integrate their theoretical knowledge with clinical experience and clinical practice.

As there are a limited number of psychiatrists and psychologists who practice these brief psychological therapies in the St George and Sutherland network, the time of these therapists is limited. Therefore, the project will seek to involve therapists who work in the local area and have an interest in teaching, as well as therapists within the network. There has been an expression of interest in this project from these therapists, providing funding is available.

The program would be run over eight weeks. It would aim to include two two-hour workshops and six one-hour lectures/tutorials.
6.3 The Saturday Psychotherapy workshops  
*Project Principal: HETI Psychotherapy Educators*

**Synopsis:** A series of four workshops will be run on Saturdays throughout 2009-2010. Topics will cover important issues in learning Psychotherapy for Basic Trainees. Each workshop will be provided from different locations throughout the NSW Psychiatry Training Networks, in order to maximize access to the program for Basic Trainees regardless of the network in which they are based. Workshops will also be recorded and distributed to all psychiatry training networks in NSW. Workshops will be provided by local specialists within the field of psychotherapy in each area, as well as national/international experts within the field.

6.4 Contemporary ECT Practice: a workshop for trainees in rural centres  
*Project Principal: Dr Pavan Bhandari*

**Synopsis:** To provide instruction and an update on the contemporary practice of ECT for GSAHS psychiatry trainees. It is hoped that all psychiatry trainees in the GSAHS will significantly benefit from attendance with improved understanding of the rationale and parameters involved in administration and evaluation of ECT.

6.5 Clinical Skills in DBT: Managing Difficult Patients with emerging Borderline Personality Disorder (BPD)  
*Project Principal: Dr Nick Kowalenko*

**Synopsis:** The education project, when delivered, will provide psychiatric trainees with the understanding, knowledge and skills to better manage difficult young patients with recurrent crises and emerging BPD. It builds on the ‘Introduction to DBT’ training provided in early 2009 (funded by IMET). Training will predominantly be offered by Centre for Psychotherapy staff (HNEAHS) and faculty, who have a long history of DBT training, consultation and supervision in most Australian States, in the private and public sector, and in partnership with universities and other education providers e.g. NSW IoP, HIMH. This submission seeks to fund clinical DBT skills training (2x1 day sessions) and a session addressing crisis management in adolescents (1x1/2 day session). Sufficient education to allow trainees to commence supervised DBT practice will be the outcome.
6.6 Leadership and Management Training for Advanced Trainees

Project Principal: Dr Michael Bowden

Synopsis: Leadership and Management training is a mandatory component of Advanced Training under RANZCP training by-laws. This project will develop and deliver a training workshop for Advanced Psychiatry Trainees that explores the range of knowledge and skills required for leadership and management roles in Psychiatry. The content of the workshop will be based on the RANZCP training by-laws and will cover the basic competencies required for leadership positions within mental health. Accreditation with the RANZCP will be sought so that trainees who have completed the workshop can be documented as having satisfactorily completed this mandatory training experience. It will produce a package of materials required for a one and a half day workshop and the workshop will be run on one occasion during the year. The workshop will consist of a number of didactic lectures as well as interactive sessions that will help trainees to develop specific skills. The course aims to promote active discussion amongst participants, with a focus on developing practical skills. The course content will be supplemented by readings provided ahead of time that explore the theoretical background of this area of practice. It is also proposed to host a dinner on the evening of the first day of the workshop, with a guest speaker to address participants. It is hoped that this will facilitate participants’ engagement in the course and develop morale to promote learning in the group. The workshop materials will be accessible via the IMET website and/or the NSW Institute of Psychiatry website, as a way of ensuring ongoing accessibility. Funding is sought to develop and deliver the workshop within the financial ear 2009-2010.

6.7 Skills Training in Metabolic Management of patients with severe mental illness

Project Principal: Dr Jackie Curtis

Synopsis: The aim of this project is to coordinate a psychiatry and physician (endocrinology) skills based training in the form of a workshop (half day) plus the development of training resource material for the management of metabolic complications in patients with severe mental illness.

6.8 AT-Psychotherapies (AT-P) Website Pilot and Evaluation

Project Principal: Dr Jeffrey Streimer

Synopsis: The evaluation of the Psychotherapies website platform which is currently being created with IMET ESF funding. The website will carry developing innovative skills based projects which include the NSW Advanced Training in the Psychotherapies program (local and distance education) and the IMET supported Interviewing Skills program, as well as providing
a portal and hub for other developing and emerging psychological skills and psychotherapy elements of Advanced and Basic Training in Psychiatry.
It aims to evaluate the functioning and effectiveness of the new integrated website. It will simultaneously allow the website’s launch, management and exposure to NSW Psychiatry educators and trainees who may use or join it as a focus for their related psychotherapy skills programs.
Evaluation of the website will focus on
i) Interface design usability
ii) Final programming and release of ‘application’
iii) Evaluation of the functioning once application is in place.
The results of the testing at all stages will be discussed by the developers and users to make necessary adjustments to the site’s functional emergence.

6.9 Online 10 week JMO training program for NSW Psychiatry

*Project Principal: Dr Martin Cohen*

**Synopsis:** The development of an online resource that will support training of JMO’s during their deployment to psychiatry rotations is an important training and recruitment tool. HNET in conjunction with IMET and SWSAHS seek to make a course available online by the end of the project.

6.10 Supervisor Forum and Workshop

*Project Principal: Dr Michael Bowden*

**Synopsis:** Annual professional development forum focusing on supervision skill development.

7. 2008-2009 Psychiatry Education Support Funded Projects

7.1 Skills based Cognitive Behaviour Therapy Training program

*Project Principal: Mr. Jason Fowler*

**Synopsis:** This project proposes an intensive skill-based 10 week training program which offers trainees the opportunity to observe Cognitive Behaviour Therapy (CBT) techniques being demonstrated by experienced clinicians as well as the opportunity to practice these themselves whilst being observed. Supervision of cases being treated currently by participants
will also be provided, as will access to training resources such as seminal introductory texts and audiovisual instructional videos by experts within the field of CBT.

Participants will be assessed for changes in their knowledge base regarding CBT, and competency in CBT techniques evaluated through standardised measures. Following completion of the program, participants will receive credit for CBT requirements of their RANZCP certificates.

7.2 Family/Systemic therapy: Introduction and Clinical supervision

*Project Principal: Dr Brett Coulson*

**Synopsis:** The Prince of Wales Hospital has 18.5 full time basic trainees. All registrar’s are involved in after hours acute psychiatry and 12 registrar’s are employed in relation to Acute Adult Psychiatry (via a 50 bed acute inpatient unit, Acute Care Teams, PEEC Units or Emergency Department Liaison positions). Registrar’s in their day to day clinical duties have to traverse many systems including the many different service provisions such as primary care, NGOs and other public health services as well as family/carers. The aim of this project is to give this group of trainees an opportunity to allow reflective practice, acquire both basic theoretical knowledge and actual clinical skills in systemic therapy in a supportive and educational format. The format of the project would be monthly two hour sessions for a period of six months, combining an educational, clinical supervision and group problem solving facilitated group.

7.3 Introduction to Psychiatric Epidemiology Objectives Course

*Project Principals: Drs Gregory de Moore & Saretta Lee*

**Synopsis:** The goal of this project is to teach trainees in psychiatry about statistics in the particular context of mental health. The workshop will cover: Introduction to Psychiatric Epidemiology specific leaving outcomes; Case control and cohort studies; Randomised Controlled Trials and Systematic Reviews.

7.4 CBT Skills in Action

*Project Principal: Dr Lisa Lampe*

**Synopsis:** This project will develop a DVD in which a range of CBT skills are demonstrated by skilled practitioners across a range of clinical problems. Actors would be used in order to avoid problems with confidentiality and allow for greater control. The DVD would cover:

- Sharing a cognitive model with the patient
- Introducing the rationale for CBT and the treatment plan to the patient
Motivational interviewing techniques
Cognitive strategies such as cognitive restructuring, perspective-gaining techniques, cognitive exposure
Behavioural experiments
Behavioural strategies such as exposure, exposure and response prevention
Ways of responding to commonly encountered problems and difficulties

7.5 Developing Communication: Acting and Presentation Skills for Medical Staff

*Project Principal: Dr Elsa Bernardi*

**Synopsis:** Coast Mental Health Service would like to run workshops to assist junior medical staff in the development of their communication skills via the use of acting and presentation training. The purpose is to develop communication and presentation skills to assist junior medical staff with exam preparation and also provide junior medical staff with the skills required to develop better relationships with patients, with an aim of improving the care of clients suffering from mental illness.

The RANZCP Clinical Exams consist of 2 Observed Clinical Interviews (OCI) which involves the interviewing of a patient and the Observed Structured Clinical Interview (OSCE) which involves the use of actors and clinical scenarios. The marking of these exams always includes components of the approach to the interview including use of language and capacity to engage and communicate in an empathetic but focused manner.

These specific skills are best taught by role play and mock exam situations. Performance in the clinical vivas is dependent on good presentation skills as well as to clinical competency.

7.6 Psychiatry Supervisors Forum

*Project Principal: HETI Program Officer*

**Synopsis:** It is proposed to hold a forum to bring together Psychiatry supervisors of training from each of the networks to share training initiatives and experiences with the view to assist the supervisors in their delivery of training.

Each network will be invited to present a successfully trialed training initiative to the meeting. IMET will nominate a presentation from initiatives it has supported to improve state-wide training.

The second phase of the forum will be group sessions using Balint principles to discuss supervision issues.

Information presented at the forum will be collated and made available to supervisors of training via the IMET psychiatry website.
7.7 Enhancing Performance Skills for Doctors Trainee Workshop

*Project Principals: Drs Gregory de Moore & Saretta Lee*

**Synopsis:** This workshop is presented by Medical Drama designed specifically for medical practitioners. It is of interest to our trainees who are preparing for their clinical exams and will enable them to feel more confident in their presentation and communication skills. This workshop presents the opportunity for Western FAB trainees to develop their confidence, communication, managing interview techniques, stabilising their nerves and engagement techniques during exam situations. Western FAB sees this as a way of improving, increasing trainee exam success, which will improve overall standard of psychiatrists from our Training Network.

7.8 Rural ECT Training Course

*Project Principal: Dr Andrew Pethebridge*

**Synopsis:** A/Professor Colleen Loo has developed a unique ten hour training course that has been delivered to SESIAHS Psychiatry Trainees over recent years. The course covers the theory of ECT and is supplemented by a four hour practical course at each major hospital. This project is to allow the course to be presented at a NCAHS Hospital as a weekend seminar allowing rural Trainees to attend.

7.9 Essay Writing Skills for ESL

*Project Principal: Dr Andrew Pethebridge*

**Synopsis:** Psychiatry Trainees often come from backgrounds in which English is a second language and essay writing skills are not a core component of secondary and tertiary education curricula. This project is to provide six small group sessions for twelve registrars. The sessions will include a didactic component and the assessment of written essays (homework) by linguists experienced in teaching these skills.

7.10 Introduction to DBT: Managing Difficult Patients with emerging Borderline Personality Disorder (BPD)

*Project Principal: Dr Nick Kowalenko*

**Synopsis:** This education project, when funded, will provide an introduction to DBT skills to psychiatry trainees, to provide them with the understanding and knowledge to better manage difficult young patients with recurrent crises and emerging BPD. Training will predominantly be offered by the Centre for Psychotherapy staff (HNEAHS) and faculty, who have a long history of DBT training, consultation and supervision in most
Australian States, in the private and public sector, and in partnership with universities and other education provider e.g. NSW IoP, HIMH.
This submission seeks to fund introductory DBT skills training (4x1/2 day sessions) and a component addressing crisis management in adolescents (1x1/2 day session). Subsequently funding will be sought for DBT clinical skills training, which will then provide sufficient education to commence supervised DBT practice.

8. 2007-2008 Psychiatry Education Support Funded Projects

8.1 Acute Psychiatric Management

*Project Principal: Dr Michael Robertson*

**Synopsis:** This project will develop two separate modules of training, which will:

a) Aid in the development of the clinical skill of risk assessment as an instrumental process in the development of management plans which both apprehend the level of risk posed by a patient's presentation and facilitate a management plan which is effective and communicable amongst clinicians;

b) Provide a comprehensive training program in the use of psychotropic medication and the management of iatrogenic complications including metabolic syndromes, cardiovascular complications and drug induced movement disorders associated with increased morbidity.

8.2 Comprehensive Program of Professional Ethics for Psychiatrists

*Project Principal: Dr Michael Robertson*

**Synopsis:** This program comprises core and professional specific modules. The core module will cover the following areas:

- Professional Ethics applied to Medicine
- Basic theoretical constructs in ethical theory
- Methods of ethical reasoning
- The physician as socially constituted ethical agent
- Medical ethics and biotechnology

The professional specific module for psychiatry will cover the following themes:

- Autonomy and professional ethics (including the issue of ‘personhood’)
- Professional boundaries (including relationships with pharmaceutical companies and third parties)
• The various guises of the ‘dual role’ dilemma
• Balancing the tension between confidentiality and the collective good
• The rationale and ethical implications of enforced psychiatric treatment
• Just access to healthcare resources
• The ethical implications of the recent advances in neuroscience – “neuroethics”

The core module is applicable to any medical specialty. The professional specific module can be developed for specific application to any group of specialty trainees.

8.3 Communicating in the Australian Setting for IMGs working in Mental Health

Project Principal: Dr Elsa Bernardi

Synopsis: The workshop would identify the systems of health care that provide the content and expectations for the patient. The workshop would include information about Medicare (Federal funding) versus state funding, provider numbers and the PBS to the level required for a practicing medical practitioner.

The workshop will also provide assistance to International Medical Graduates in developing English language and communication skills. Central Coast Mental Health Services’ medical workforce is predominantly international. Skills to be developed would include the ways in which the consultation is initiated and relevant confidentiality issues and interview styles.

Small group work focussing on interviews in different psychiatric settings (e.g. under the Mental Health Act) should be used to enhance skills in this area. Communication strategies within a psychiatric interview will be outlined and demonstrated.

The communication around treatment plans will include the process of engaging the patient and dealing with carers/family. The different roles of doctors within the Australian setting will be described.

8.4 Development of an operationalised teaching process for the psychiatric clinical interview

Project Principal: Dr Jeffrey Streimer

Synopsis: An innovative project that NSW Northern Sydney Network plans to incorporate into trainees’ education and professional development programme. It aims to develop and consolidate a teaching process for clinical interviewing and assessment skills.

Programme development will follow a course curriculum focussing on

i) Content data gathered during interview
ii) The process of data gathering during interview
iii) Final synthesis and formulation of data.

This project is to be delivered using didactic and experiential methods.
Measures of trainees’ skills acquisition will be developed and progress monitored. The process will be documented and electronically recorded and subsequently made available to all other training areas.

8.5 Cognitive Behaviour Therapy (CBT): introduction and clinical supervision

*Project Principal: Dr Diana McKay*

**Synopsis:** The Prince of Wales has 16.5 basic trainees and Lismore Hospital 3 basic trainees. The aim of this project is to give this group of trainees an opportunity to acquire both basic theoretical knowledge and actual clinical skills in CBT. The format of the project will be 18 fortnightly two hour sessions, initially with a didactic focus, later encompassing clinical supervision. The topics within the didactic component will be as follows:

- Introduction and overview of CBT
- CBT for anxiety disorders
- CBT for depression
- Other indications for CBT
- Evidenced-based medicine and CBT
- Outcome measurement in CBT

8.6 Further Education Seminars in Electro Convulsive Therapy (ECT)

*Project Principal: Dr Andrew Pethebridge*

**Synopsis:** RANZCP training requirement require trainees to have skills and knowledge in the use of ECT. These funds will be used to deliver an education programme on ECT to all area trainees. The goal of this project will be to improve the knowledge and skills of psychiatry trainees in the theoretical and practical aspects of the administration of electro-convulsive therapy (ECT).

8.7 Sydney Advanced Course in Consultation Liaison Psychiatry

*Project Principal: Dr Ronda Buskell*

**Synopsis:** Development and presentation of an interactive 3 day intensive course in the theory and practice of CL Psychiatry, pitched to the level of Advanced Trainees in Consultation Liaison Psychiatry. Course planning is well underway and will be held March 5-7 2008 on the RPAH campus. It will be compulsory for NSW CL Advanced Trainees.
8.8 Teaching Registrars/CMO's on best practice in the administration on ECT

*Project Principal: Dr Elsa Bernardi*

**Synopsis:** The funding will be utilised to bring external trainers in from Sydney to do onsite training or registrars, key supervisors and CMOs. These senior staff will become trainers. The model is train the trainer as well as the registrar, with an exception that senior medical staff will continue hands on training and will run formal training sessions 1-2 per year during normal training sessions.

9. **2006-2007 Psychiatry Education Support Funded Projects**

9.1 **Meeting on the Neurobiology of Addictive Disorders**

*Project Principal: Dr Mark Montebello*

**Synopsis:** There are multiple biopsychosocial factors that may cause the development of or contribute to relapse with substance use disorders. There are many models regarding the neurobiology of addictive disorders. This half day meeting will bring together a medical expert representing the three main paradigms. The experts will present and lead the discussion regarding their respective model. The experts to be invited are Dr Dan Lubman (Oxygen Youth Health, Melbourne), Professor Iain McGregor (Professor of Psychopharmacology, School of Psychology, University of Sydney), and Dr Gavan McNally (School of Neurosciences, University of New South Wales).

9.2 **Purchasing a hard drive camcorder for assessing Registrars during clinical interviews**

*Project Principal: Dr Mark Montebello*

**Synopsis:** Psychiatric registrars in advanced training have limited opportunities to be assessed whilst undertaking assessment or delivering treatment to clients (patients). This is of particular importance to the practice of Addiction Psychiatry as it is subtly different to other Psychiatric specialties e.g. need for increased general medicine expertise, almost all treatment is voluntary based etc. After obtaining a client’s consent, the registrars would record their clinical interview and at a later time, play them back with a consultant addiction psychiatrist for analysis, feedback and recommendations to improve performance.
9.3 Cognitive Behavioural Therapy (CBT) Training for semi-rural and rural trainees in the Illawarra and Shoalhaven

*Project Principal: Dr Warren Kealy-Bateman*

**Synopsis:** The Illawarra and Shoalhaven region of NSW has 12 basic trainees and 1 advanced trainee in Psychiatry. The aim of this project is to equip the large number of basic trainees with superior skills in the specific psychotherapy of Cognitive Behaviour Therapy from an expert within this region.

9.4 PowerPoint Projector for Southern Sector (Illawarra/Shoalhaven) Trainee Educational Presentations

*Project Principal: Dr Warren Kealy-Bateman*

**Synopsis:** The Illawarra and Shoalhaven region of NSW has 12 basic trainees and 1 advanced trainee in Psychiatry. The Southern Training Sector is very much in need of funding for a PowerPoint projector for educational presentations.

9.5 Simulated Patients

*Project Principal: Dr Martin Cohen*

**Synopsis:** We would like to include the use of simulated patients in some of the psychiatry training sessions to help model the interview style techniques of the trainees and other doctors in the service (IMGs). The simulated patients will enact clinical scenarios during which the junior doctors can practice their communication skills without fear of therapeutic disjunction. As HNET videoconferences our training to multiple rural sites in NSW and also to Darwin, the trainees at rural sites and out local doctors will also be able to develop skills in telepsychiatry.

9.6 Comprehensive Training in Cognitive Behaviour Therapy

*Project Principal: Dr Michael Robertson*

**Synopsis:** Access to training in structure psychotherapies such as CBT is a perpetual problem in busy public sector mental health services. In general, such input is sought on an ad hoc basis from clinical psychologists working in the service, often with reluctance or considerable limitations to access. CBT and other structured therapies represent a significant component in the management of both so-called ‘high prevalence’ and ‘severe’ psychiatric disorders commonly encountered in the public mental health sector. Training in CBT requires both didactic input and also close clinical supervision of the actual practice of the therapy on patients under the care of the psychiatrist.
9.7 Improving clinical interactional skills of basic and advanced trainees while undertaking a child and adolescent term

*Project Principal: Professor Philip Hazell*

**Synopsis:** This project will incorporate video playback to enhance the supervision of clinical interactional skills among basic and advanced trainees undertaking a term with the Rivendell Child Adolescent and Family Mental Health Service. Video playback provides not only an accurate and unbiased record of the clinical interaction, but also an opportunity for the trainee to reflect on their interaction with patients and their families. Funds are sought to purchase a digital camera with tripod and DVD discs for recording purposes, and an LCD TV and DVD player for playback.

9.8 Rural Psychiatry Incentive Program

*Project Principal: Dr Martin Cohen*

**Synopsis:** The purpose of this program is to create the opportunity for rural based doctors with postgraduate qualifications who are interested in gaining twelve months psychiatry experience to work as an unaccredited registrar in psychiatry.

9.9 Dialectical Behaviour Therapy (DBT) Training Workshops

*Project Principal: Melissa Barrett*

**Synopsis:** This project would comprise of two training workshops held over two weekends. It would consist of an introductory program on the rationale of DBT and its applications. This would be followed by a skills training workshop. It would include the use of workbooks and homework assignments to be done in breaks.

9.10 Teaching on the Run sessions for Psychiatry and Basic Surgical Training (BST) trainers

*Project Principal: HETI Program Officer*

**Synopsis:** The NSW Psychiatry NOC has endorsed the Teaching on the Run program to psychiatry and BST trainers through IMET in the December 2006 meeting. Teaching on the Run has been popularly received throughout Australia as a practical and effective teaching tool for busy clinicians. Modules 1-3 consist of “Clinical Teaching”, “Skills” and “Assessment and Appraisal” and there are two training sessions scheduled in April and May 2007.
9.11 Cognitive Behaviour Therapy (CBT) In Depression Workshop  

*Project Principal: Dr Elsa Bernardi*

**Synopsis:** Provision of a half-day skills based training workshop specifically for Cognitive Behaviour Therapy, which focuses on the rationale and application of this type of psychotherapy for patients with mild to moderate depression, either as a primary treatment or in conjunction with the use of anti-depressants.

CBT is a psychological treatment with proven effectiveness for depression. There are no side effects. Some promising research exists to show CBT may help people reduce risk to self-harm (Ref: *(National Prescribing Service Newsletter: 42, 2005 ISSN 1441-7421 October 2005)*).

The Royal Australian & New Zealand College of Psychiatrists Training By-Laws mandate training in psychological therapies. However, such training has not been readily available in the public sector. Health professionals need specific training to use such treatment. While CBT training especially in Child & Family terms does exist, tailored CBT for depression in adults is less well taught and ongoing supervision does not exist.

10. **2006 Psychiatry Education Support Funded Projects**

10.1 **Psychotherapy Website for Advanced Psychotherapy Training**

*Project Principal: Dr Jeffrey Streimer*

**Synopsis:** The website will carry developing innovative skills based projects which include the NSW Advanced Training in the Psychotherapies program (local & distance education) & the IMET supported Interviewing Skills program, as well as providing a portal and hub for other developing & emerging psychological skills & psychotherapy elements of Advanced & Basic Training in Psychiatry. Supported in 2006; evaluation of the project to occur in 2009.