

COURSE LEARNING OUTCOMES Psychiatric Medicine

COURSE NAME: Graduate Certificate in Psychiatric Medicine	
Delivery site	Health Education and Training Institute
Delivery mode	Face to face (on site) E-learning (online) Mixed/blended
AQF specification	Level 8
Knowledge	Specialised knowledge within a systematic and coherent body of knowledge that includes the acquisition and application of knowledge and skills in an existing professional area.
Skills	<ul style="list-style-type: none"> • Cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems. • Cognitive skills to think critically and to generate and evaluate complex ideas. • Specialised technical and creative skills in a field of highly skilled and/or professional practice. • Communication skills to demonstrate an understanding of theoretical concepts. • Communication skills to transfer complex knowledge and ideas to a variety of audiences.
Application of knowledge and skills	<ul style="list-style-type: none"> • To make high level, independent judgements in a range of technical or management functions in varied specialised contexts. • To initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts. • With responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters.
Learning outcomes <i>The course learning outcomes have been mapped against the Graduate Attributes</i>	<ul style="list-style-type: none"> • Demonstrate how the CanMED range of medical competencies, can be utilised to support recovery journeys of people with mental illness within the student’s breadth of practice application. • Construct, perform and report on a professional, biopsychosocial approach to engagement, strength based assessment and mental state examination that is culturally appropriate. • Construct, perform and report on a culturally appropriate biopsychosocial formulation, diagnosis and differential diagnosis, collaborative management plan

	<p>and therapeutic interventions, to facilitate clinical and personal recovery in people with mental health problems of moderate complexity.</p> <ul style="list-style-type: none"> • Describe the integration and application of appropriate management of a patient's physical health, with the assessment and management of their mental health problems. • Outline the application of informed consent, Mental Health and related legislation, when working in a recovery-oriented manner with a variety of people with mental illness and their family and carers. • Demonstrate communication consistent with professional, ethical, practice when working with other professionals, patients, families, carers, carer groups and non-government organisations: identifying the roles and responsibilities of these partners to improve continuity of care in a transition across selected practice context. • Demonstrate understanding of the principles of interprofessional practice and discusses the impact upon collaboration with people with lived experience and their supporters. • Evaluate personal scope of experience and context of practice, and identify supervision or additional guidance required to support and inform appropriate care strategies for recovery oriented care within culturally specific case settings. • Describe the principles of quality improvement and discuss their application to improve recovery-oriented care within a selected service setting. • Apply knowledge of mental wellbeing and illness to describe barriers and facilitators to recognition and treatment of mental illness within a selected cultural group: Identify implications and recommendations for current practice. • Critically appraise and apply contemporary research, psychiatric knowledge and treatment guidelines to inform appropriate recovery oriented care strategies for specific settings. • Identify strategies to balance personal wellbeing and professional responsibilities in order to support development as an ethical reflective practitioner who is inclusive and future focused through ongoing, innovative work-integrated life-long learning. • Apply knowledge of, and respect for, Aboriginal peoples and cultures in practice.
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COURSE NAME: Graduate Diploma in Psychiatric Medicine	
Delivery site	Health Education and Training Institute
Delivery mode	Face to face (on site) E-learning (online) Mixed/blended
AQF specification	Level 8
Knowledge	Advanced knowledge within a systematic and coherent body of knowledge that includes the acquisition and application of knowledge and skills in an existing professional area.
Skills	<ul style="list-style-type: none"> • Cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems. • Cognitive skills to think critically and to generate and evaluate complex ideas. • Specialised technical and creative skills in a field of highly skilled and/or professional practice. • Communication skills to demonstrate an understanding of theoretical concepts. • Communication skills to transfer complex knowledge and ideas to a variety of audiences.
Application of knowledge and skills	<ul style="list-style-type: none"> • To make high level, independent judgements in a range of technical or management functions in varied specialised contexts. • To initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts. • With responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters.
Learning outcomes <i>The course learning outcomes have been mapped against the National Mental Health Capabilities and the Graduate Attributes</i>	<ul style="list-style-type: none"> • Demonstrate selectivity and adaptability in utilising medical competencies in supporting the recovery journeys of people with mental illness across ages and settings. • Construct and critique a professional, biopsychosocial approach to engagement and strength based assessment that demonstrates an understanding of a selected culture's attitudes, beliefs and communication requirements in different settings and life stages. • Analyse the impact of specific care settings and patient age in developing and justifying a diagnosis, differential diagnosis and formulation; and apply this in collaboratively developing and implementing a recovery

	<p>oriented management plan that is inclusive of mental and physical health.</p> <ul style="list-style-type: none"> • Identify and evaluate regulatory and legislative requirements in current mental health and health practice. Critique challenges to compliance within specific care settings. • Display adaptability and reflection in verbal and written communication when working with other professionals, patients, families, carers, carer groups and non-government organisations across varying contexts. • Apply, review and evaluate the transferability of psychiatric, mental health and other health research findings across practice settings and disciplines; and the impact upon collaboration with people with lived experience and their supporters. • Critically evaluate scope and context of practice, and identify where specific supervision or additional guidance is required to support optimal outcomes for people with lived experience and their family and carers in different contexts. • Apply research skills to support the application of quality improvement in recovery orientated care within a selected service setting. • Identify and discuss the impacts of health inequalities and disparities in relationships for patients moving between specific clinical settings. • Critically appraise and evaluate the application of contemporary knowledge and research, in selected psychotherapeutic, pharmacological, biological and sociocultural interventions to inform appropriate recovery-oriented care strategies across ages and settings. • Identify the impact for professional development of the influence of various industries and resource availability on professional practice and patient care. • Critically evaluate and apply adaptations to practice required for improvement in the social and emotional wellbeing of Aboriginal people.
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COURSE NAME: Masters in Psychiatric Medicine	
Delivery site	Health Education and Training Institute
Delivery mode	Face to face (on site) E-learning (online) Mixed/blended
AQF specification	Level 9
Knowledge	Advanced body of knowledge in a range of contexts for professional practice and as a pathway for further learning.
Skills	<ul style="list-style-type: none"> • Cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice. • Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice. • Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level. • Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences. • Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice.
Application of knowledge and skills	<ul style="list-style-type: none"> • With creativity and initiative to new situations in professional practice and/or for further learning. • With high level personal autonomy and accountability. • To plan and execute a substantial research based project or capstone experience.
Learning outcomes <i>The course learning outcomes have been mapped against the National Mental Health Capabilities and the Graduate Attributes</i>	<ul style="list-style-type: none"> • Utilising the breadth of medical competencies; reflect upon the role of doctors in supporting the recovery journeys of people with mental illness and the implications for lifelong learning. • Deconstruct approaches to engagement, assessment, formulation and diagnosis to create improvements in the application of evidence-based practices to these activities. • Identify and critically review the impact of professional, ethical and/or legislative uncertainty and/or dilemmas upon the application of a recovery-oriented approach across differing individuals, contexts and professional roles.

	<ul style="list-style-type: none"> • Uses highly developed written and verbal communication skills appropriate to audience, purpose, intent and context with the ability to manage challenging and complex communications. • Identify and construct strategic collaborative management approach(es) to support a spectrum of interventions from early intervention to recovery, for specific settings and age stages. • Critically appraise the application of clinical and ‘lived experience’ leadership in practice as it applies to governance structures in health-care settings. • Apply the principles of prevention, promotion and early intervention to advocate on behalf of individual patients, their families and carers, as well as more broadly, on an epidemiological level. • Demonstrate an advanced and integrated understanding of complex mental health issues through a research or service improvement project report that addresses or tests a scholarly question or hypothesis, based upon a critical appraisal of the literature. • Analyse and communicate the implications for lifelong learning of working professionally, ethically and collaboratively across a variety of settings and practice configurations with other doctors and health professionals, patients, families, carers, carer groups and non-government organisations. • Demonstrate expert judgement and leadership in applying adaptations to practice required for improvement in the social and emotional wellbeing of Aboriginal people.
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