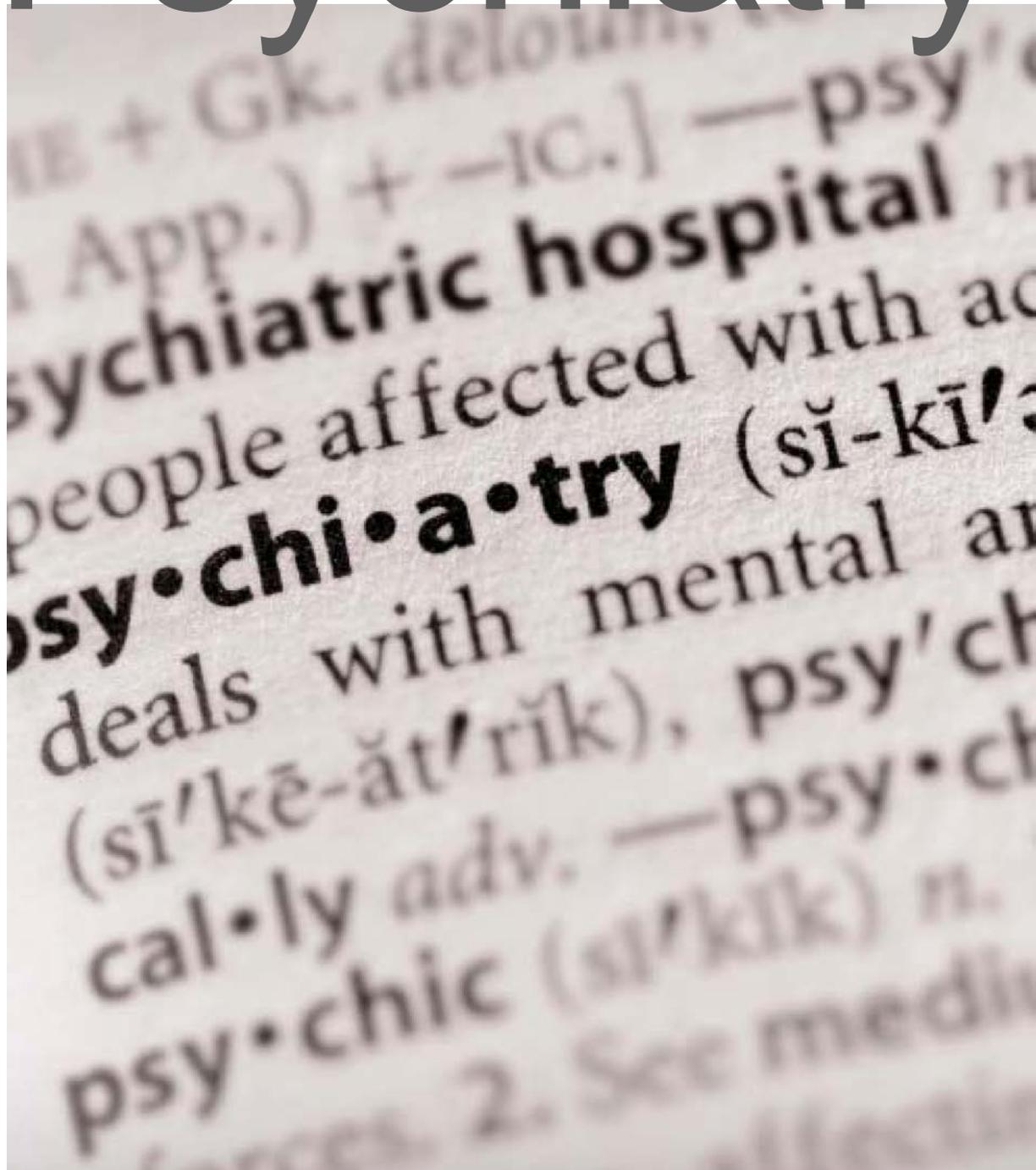


HUNTER NEW ENGLAND TRAINING IN

# Psychiatry



FORMAL EDUCATION COURSE



HNET  
Psychiatry



**HNET**  
Psychiatry



# HNET

## Formal Education Course

*Where Training is the Priority!*



*Mental Health Centre, Mater Hospital*

### **HNET refers to Hunter New England Training (in Psychiatry)**

HNET is an integrated unit within Hunter New England Mental Health (HNEMH) catering for all the training and administrative needs of medical staff in our service.

### **HNET is renowned for its focus on psychiatry training and prevocational education<sup>1</sup>.**

HNET was previously a recipient of the HNE Health Quality Award and a finalist in the NSW Health Quality Awards for its training programs. We were the first Network in Australia to set up a structured formal training program for Psychiatry JMOs<sup>2</sup>. HNET has previously been awarded the HETI Prevocational Education Training Provider of the Year.

### **HNET is proud of its RANZCP Formal Education Course (FEC)**

and has been a leader in education for trainees at distant sites. We have supported trainees from Regional and Metropolitan NSW in addition to many interstate locations (e.g., Northern Territory to Tasmania) over the years.

Training is tailored to the developmental level of the trainee with specific learning for Stage One trainees, Stage Two trainees, and trainees approaching examinations. Lecturers and facilitators include local experts as well as binational and international experts.

HNEMH supports protected time for training. HNET has an excellent reputation for training that is reflected in the success of our trainees. HNET registrars achieve, on average, a higher pass rate than NSW and binational averages in exams and other hurdle tasks.

### **Overview of the HNET Formal Education Course (FEC)**

In line with the latest best evidence in medical education and training, HNET utilises a range of education techniques and strategies to engage the learner. We place a greater emphasis on what trainees are learning, rather than what is taught<sup>3</sup>.

The HNET FEC is multi-modal, and delivery modes are comprised of interactive lectures, case studies and case-based discussions, seminars, group discussions, simulated role-plays, book club, journal clubs, Grand Rounds in psychiatry, and panel discussions. The majority of sessions are facilitated by consultant psychiatrists, but facilitators also include psychologists, neurologists, GPs, other specialist physicians, and other allied health professionals.

1. Cohen, M., Llewellyn, A., Ditton-Phare, P., Sandhu, H., & Vamos, M. (2011). Hunter New England Training (HNET): how to effect culture change in a psychiatry medical workforce. *Australasian Psychiatry*, 19, 531-534. Doi: 10.3109/10398562.2011.603332
2. Alexander, J., Tomasic, M., Cohen, M., & Sandhu, H. (2013, May). *Psychiatry for prevocational trainees and non-psychiatry specialist trainees: Addressing gaps in the medical education pipeline*. Paper presented at the RANZCP Congress, Sydney.
3. Harden, R. M., & Laidlaw, J. M. (2012). *Essential skills for a medical teacher: An introduction to teaching and learning in medicine*. Elsevier: London.



The FEC also includes the ComPsych communication skills training program, using simulated patients and small group feedback<sup>4</sup>, which is highly valued<sup>5,6</sup>.

HNET sessions are videoconferenced to distant sites, and additional resource material is available on the HNET website, the HNET eLearning centre, and the HNET Blackboard. Trainees enrolled in the HNET FEC will also be enrolled in the HNET Blackboard where they can access further resources and material related to their topics.

The HNET FEC is based on the syllabus of the Royal Australian and New Zealand College of Psychiatrists, providing training that complements the work-based training component of the program as a whole. This training prepares trainees to be medical experts, communicators, collaborators, managers, health advocates, scholars, and professionals (as per the CANMEDS competencies). This includes a focus on registrar's role as a teacher to assist with the required skills as an educator<sup>7</sup>.

The HNET program is supported by a strong academic partnership with the University of Newcastle and University of New England's Joint Medical Program. Academic staff contribute to program development, teaching, and support of trainees.

The Stage One program is outlined to the right, and the Stage Two program on the following pages.

4. Ditton-Phare, P., Halpin, S., Sandhu, H., Kelly, B., Vamos, M., Outram, S., Bylund, C. L., Levin, T., Kissane, D., Cohen, M., & Loughland, C. (2015). Communication skills in psychiatry training. *Australasian Psychiatry*, 23, 429-31. Doi: 10.1177/1039856215590026
5. Loughland, C., Kelly, B., Ditton-Phare, P., Sandhu, H., Vamos, M., Outram, S., & Levin, T., (2015). Improving clinician competency in communication about schizophrenia: A pilot educational program for psychiatry trainees. *Academic Psychiatry*, 39, 160-4. Doi: 10.1007/s40596-014-0195-7
6. Ditton-Phare, P., Sandhu, H., Kelly, B., Kissane, D., & Loughland, C. (2016). Pilot evaluation of a communication skills training program for psychiatry residents using standardized patient assessment. *Academic Psychiatry*, doi: 10.1007/s40596-016-0560-9
7. Hickie, C., Nash, L., Kelly, B. J., & Lewin, T.J. (2014). Psychiatry trainees confidence as teachers, perceptions of supervisor support and opportunities for further training. *Australasian Psychiatry*, 22(3), 292-295. Doi: 10.1177/1039856214531081

STAGE ONE (Year 1) Lectures
Introduction to psychiatric assessment, mental status examination, and building a management plan
Assessment, Phenomenology & Clinical Diagnosis 1: Mood Disorders
Assessment, Phenomenology & Clinical Diagnosis 2: Psychotic Disorders
Assessment, Phenomenology & Clinical Diagnosis 3: Anxiety Disorders
Psychopharmacology 1: Antidepressants & management of Depression
Psychopharmacology 2: Mood stabilisers & management of Bipolar Disorders
Psychopharmacology 3: Antipsychotics & management of Psychosis
Treatment for anxiety disorders: Psychopharmacology & CBT
Introduction to ECT and other neurostimulation
Acute assessment and management of the adolescent patient
Physical & neurological examination of the psychiatric patient
Risk Management
Registrars as Teachers: Adult learning and epistemology
Personality Disorders series (3 sessions)
Legislation 1: Local legislation, Mental Health Act and underpinning principles
Legislation 2: Common law duty of care, power of attorney, guardianship, and advanced health care directives
Psychiatric Emergencies: Assessment and management
Communication Skills (ComPsych): Discussing diagnosis & prognosis
Communication Skills (ComPsych): Discussing treatment options
Communication Skills (ComPsych): Conducting family meetings
Assessing substance use, epidemiology and management principles
Systems of classification: History of ICD/DSM, principles and problems
Professionalism
Normal Development 1: Infant to adult
Normal Development 2: Psychological processes of an adult mind
Normal Development 3: Mental health and illness in older age
Cognitive Assessment
Introduction to Neuropsychology & Neuropsychiatry
Organic Psychiatry: Delirium
Organic Psychiatry: Dementia
Basic Ethics 1: Involuntary treatment, privacy & confidentiality
Basic Ethics 2: Boundary issues and exercise of power, distribution of healthcare, and relationships with pharmaceutical companies
Introduction to research in psychiatry
Rehabilitation and Recovery principles
Placebo effects
Planning your long psychotherapy case
STAGE ONE (Year 1) Seminars & Interactive sessions
Case Synthesis & Developing a Formulation
Social and Cultural Psychiatry
Case studies and subspecialty interactive sessions (Adult, Child & Adolescent, Addiction, Consultation Liaison, Old Age)
Scholarly Project: Getting started
Practical Tips series: <ul style="list-style-type: none"> <li>• MHRT presentations</li> <li>• Starting someone on ECT</li> <li>• Basic psychotherapy skills for day-to-day clinical work</li> <li>• Common challenges in after hours work</li> <li>• Managing multidisciplinary relationships and the demands of training</li> <li>• Managing insomnia</li> <li>• Therapeutic impact – how do we make a difference?</li> </ul>
Consultant facilitated trainee presentations
Managing Child & Adolescent presentations & emergencies after-hours
Neuroscience & Neuropsychiatry
Psychological methods & Psychotherapy training
Grief and coping
Practice OSCE
Book club discussions
Video series: phenomenology and MSE
Advanced formulation skills
Registrar Q&A



Your HNET FEC team



**Dr Harsimrat Sandhu,**  
Director of Training,  
HNET

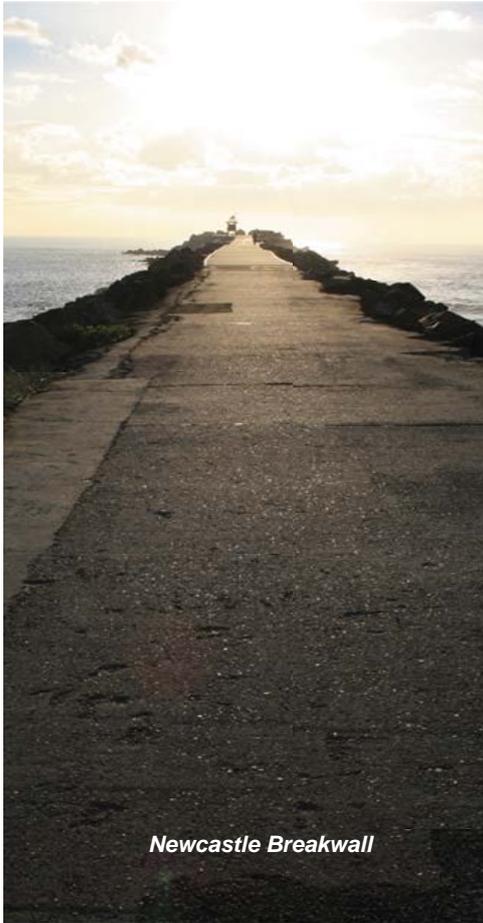


**Philippa Ditton-Phare,**  
Medical Education Support  
Officer, HNET



**Linda Clowe, Psychiatry**  
Training Officer, HNET

STAGE TWO (Year 2 & 3) Lectures
<i>General &amp; Adult Psychiatry, including:</i>
Mood disorders - Depression
Mood disorders – Bipolar illness (including mixed states)
Schizophrenia & psychotic disorders 1
Schizophrenia & psychotic disorders 2
Panic disorder, agoraphobia & specific phobias
Acute stress & post-traumatic stress disorders
Social anxiety, GAD and other anxiety disorders
OCD & related disorders
Sleep disorders
Sexual disorders
Dissociative disorders
Eating disorders
Perinatal Psychiatry
ECT and TMS: Advanced skills
Personality disorders (interactive seminars)
Management of physical sequelae and complications of psychiatric illnesses and their treatment
History of Psychiatry
Population Health: Promotion, prevention and early intervention, particularly with at-risk groups
Aboriginal and Torres Strait Islander history, worldview and cultural practice
Indigenous mental health
Advanced Psychopharmacology
Psychiatry of intellectual and developmental disabilities
Rural psychiatry: Small community living and telepsychiatry
Children of parents with mental health disorders
Adult ADHD
Ethics: Child protection, duality, and conflicts of interest
<i>Forensic Psychiatry, including:</i>
Mental Illness and Violence
Risk Assessment - the basics
Stalking and Arson
Risk Assessment and Management
Forensic systems (including therapeutic security and correctional psychiatry)
Psychological Interventions: Principles and major modalities
Paraphilias, Sexual Offending, and Domestic Violence
Personality disorders in forensic psychiatry (interactive seminar)
Victims (interactive seminar)
The Law: Psychiatric defence, report writing and giving evidence
<i>Consultation-Liaison Psychiatry, including:</i>
Role of the CL psychiatrist
Illness behaviour (the sick role, trauma, personality and demands of medical illnesses)
Depression and demoralisation
Body image
Somatoform disorders: Conversion disorder
Somatoform disorders: Factitious disorders and hypochondriasis
Chronic pain
Grief and bereavement
Suicide attempts and toxicology (including serotonin syndrome, Neuroleptic Malignant)
<i>Psychiatry of Old Age, including:</i>
Mood disorders in later life (epidemiology, aetiology, assessment, differential diagnosis)
Mood disorders in later life – Management
Psychosis in later life
The dementias
Anxiety and the older person
The older patient with a personality disorder
Geriatric psychopharmacology
Assessment of an older patient in a community clinic or PEC (case study)
The confused patient (interactive seminar)



Newcastle Breakwall

<b>STAGE TWO (Year 2 &amp; 3) Lectures [cont'd]</b>
<b>Addiction Psychiatry, including:</b>
Introduction to concepts and management principles
Comorbidity
Substance induced disorders
Nicotine & cannabis use disorders
Alcohol use disorders
Amphetamine/stimulants and other "party drugs"
Addiction in special populations
Opioid and prescription medications use disorder (interactive seminar)
Psychological treatments (interactive seminar)
Gambling/non-substance based addictions (case study)
Chronic pain and substance use (case study)
<b>Child and Adolescent Psychiatry, including:</b>
The effects of trauma on the developing brain
The child with a special role – disorders associated with family dysfunction
When the plant is sick, feed the soil – systemic contributors to disorders of attention, perception, activity & conduct
Adolescent identity and the gender agenda
Disorders of eating
Anxiety – what is it good for? - Evolutionary psychology, neurophysiology, syndromes & treatment.
Children/young adults in crisis - Personality integration, emotion dysregulation, significant risk to self/others
Mood disorder from birth to adolescence
Psychosis & its prodrome
Neurodevelopmental disorders
<b>Psychological methods and Psychotherapy, including:</b>
Psychology 1: Cognitive Psychology, Learning and related theories
Psychology 2: Personality theory and psychometric assessment
Psychology 3: Developmental psychology
Psychological interventions: Principles and major modalities
Psychotherapies 1: Supportive therapies
Psychotherapies 2: Cognitive and behavioural therapies
Psychotherapies 3: IPT
Psychotherapies 4: Psychodynamic therapies 1
Psychotherapies 5: Psychodynamic therapies 2
Psychotherapies 6: Group therapy and group dynamics
Psychotherapies 7: Family therapy and Couples therapy
Advanced skills in management of Borderline Personality Disorder (interactive seminar)
Advanced skills in management of Narcissistic Personality Disorder (interactive seminar)

**HNET Contacts:**

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<b>STAGE TWO: Other Seminars &amp; Interactive sessions</b>
<b>Social &amp; Cultural Psychiatry series</b>
<b>Neuroscience and Neuropsychiatry series</b>
<b>Psychological Methods and Psychotherapy Training series</b>
<b>Case Vignettes – consultant level approach</b>
<b>Debates in Psychiatry (for CEQ)</b>
<b>Advanced Formulation Skills</b>
<b>Case studies &amp; interactive sessions for each sub-specialty</b>
<b>Book clubs</b>
<b>Critical appraisal and scholarly skills series</b>
<b>Advanced ECT</b>
<b>Private psychiatric practice</b>

<b>Guest lectures – HNET regularly invites Australian and international experts to teach. Some examples:</b>
• Early intervention for psychosis and beyond... (Professor Patrick McGorry)
• Publishing and engaging in research (Dr Vlasios Brakoulis)
• Understanding schizophrenia – where we are up to (Professor Vaughan Carr)
• Mood disorders (Professor Gin Malhi)
• Psychiatry Ethics (Professor Sidney Bloch)
• Depression and psychosis in the elderly (Dr Bruce Boman)
• Involving family in discussion about illness and management (Professor David Kissane)
• OCD and Anxiety disorders / MH Issues related to internet use (Associate Professor Vladan Starcevic)
• CL Psychiatry: End of life meetings (Tomer Levin MD)
• Professionalism and Leadership (Dr Anthony Llewellyn)
• Medical morbidity in psychosis (Professor David Castle)
• Transcultural psychiatry (Dr Radhika Santhanam-Martin)



## COURSE STRUCTURE AND TIMETABLE

The HNET FEC course structure consists of three main sessions, held on Wednesday afternoons from 1pm to 5pm. Training occurs for 20 weeks per semester, over two semesters per year (40 weeks of training per year). Semester 1 training commences the week after the Semester 1 clinical year starts. There is usually a 4-5 week break from training in the middle of the year, followed by the Semester 2 training, which commences the same week as the Semester 2 clinical year. Sessions are as follows:

- 1.00-1.30pm: Pre-reading/Networking
- 1.30-2.30pm: Session 1 – Grand Rounds\*
- 2.40-4.00pm: Session 2 – Lecture
- 4.00-5.00pm: Session 3 – Interactive session (e.g., case studies, case-based discussions, seminars, group discussions, simulated role-plays, book club, journal clubs)

\*Non-HNE trainees are also invited to attend the HNET Psychiatry Grand Rounds.





## FEE STRUCTURE AND PAYMENT OPTIONS (for non-HNE trainees)

HNET supports trainees outside the HNELHD to participate in the Formal Education Program via videoconference for a per semester fee. Generally this would include RANZCP endorsed trainees at **rural/remote sites** with limited access to other formal education options.

Unaccredited trainees or IMGs (with the AMC certificate) with plans of enrolling as a RANZCP trainee in the next 12 months may be suitable applicants for the HNET Formal Education Course.

Applications to enrol in the HNET Formal Education Course need to be received 2 weeks before the start of semester in order to avoid an additional late administrative fee.

The fee for videoconference participants is payable per semester. There are added costs for late enrolments and for ad hoc individual requests such as preparation of letters confirming participation in the HNET Formal Education Course.

The fee structure and payment options for videoconference participants are outlined below:

<b>Fee Structure (for non-HNE trainees)</b>	<b>Amount</b>
Per semester	\$1,000 (GST inclusive)
Late enrolments received within 2 weeks prior to semester commencement - <b>Additional fee</b>	\$200 ( GST inclusive)
Late enrolments received after semester program has commenced - <b>Additional fee</b>	\$400 ( GST inclusive)
Provision of letters or other supporting documentation – <b>Additional fee per request</b>	\$50.00 ( GST inclusive)
<b>Payment Options</b> Credit Card: Visa, Mastercard, Amex BPay	

Upon enrolment, you will typically receive your invoice within 2-3 weeks of the FEC commencing. Payment is due 30 days from the invoice date. If payment has not been received by the invoice due date, your enrolment will be discontinued and your Director of Training notified.



## VIRTUAL LINK INFORMATION

HNELHD and non-HNELHD sites will be provided with a link to virtually attend the FEC sessions. Enrollees are encouraged to join the session from 2.30pm AEST each week. The HNET training unit will send the required link to use by email. These will also be available on the HNET Blackboard. All the information required for linking in will be provided and the onus is on the trainee to link into the session correctly.

HNET currently use Zoom as the virtual platform for the FEC. There are three ways you can join a session using Zoom:

- 1) From your **mobile device**. If you do not have the Zoom app downloaded on your device, when you click the link you are given you will be directed to download the app – you can then join the meeting with the meeting ID. If Zooming from your mobile device is unfamiliar to you, check out this video: <https://www.youtube.com/watch?v=GEQLjLYhuJO>
- 2) From a **computer** with speakers and a microphone (or a headset with a microphone). Click the link you were sent for the meeting and it will run in an internet browser.
- 3) From a **videoconference system** (e.g., Polycom). Use the dialling and navigation system to dial in **202.177.207.158** and then enter the Meeting ID followed by a **#**. (The meeting ID is the number at the end of the Zoom link that you are sent).

## PREPARATION FOR WEEKLY TRAINING SESSIONS

Training material will be available on the HNET Blackboard and participants should check for any pre-reading required prior to training sessions. Distant site trainees are encouraged to connect to Zoom at 2.30pm AEST each week to ensure they are in time for the start of the session at 2.40pm and to allow time to correct any technical difficulties.

Distant site trainees are advised to adjust the camera so they are clearly visible and to use the zoom facility on the remote control to provide a closer picture (due to the number of sites connecting, it is difficult to see participants when the camera is set as a room shot). This enables the presenter to more actively engage distant sites. In addition, participants should not sit '*off camera*' as additional attendance checks are by visibility. Those not seen in the shot may be marked as absent. The lecturer is briefed on sites joining the training session and an audio check occurs with the distant sites before the presentation begins.

To prevent background noise interfering with the sound quality, distant sites are expected to have their sound on mute during the presentation, except when interacting with the facilitator or local participants. Participants should test their Zoom and become familiar with the settings for sound and video to ensure that any technical difficulties are solved prior to the session.





## APPLICATION INFORMATION FOR TRAINEES OUTSIDE HNELHD

Non-HNELHD trainees must complete an application package to participate via Zoom in the HNET Psychiatry Formal Education Course. This must be submitted at least two weeks prior to the start of semester.

The required forms and supporting documentation are outlined below:

<ul style="list-style-type: none"><li>• <b>Authority to participate via Zoom</b></li></ul>	Director of Training or Site Coordinator of Training to authorise
<ul style="list-style-type: none"><li>• <b>HNET Psychiatry Training enrolment form</b></li></ul>	Trainee to complete and sign
<ul style="list-style-type: none"><li>• <b>Copy of letter confirming acceptance into RANZCP</b></li></ul>	If a college registrar
<ul style="list-style-type: none"><li>• <b>Proof of enrolment in Work Based Assessment program and/or outline of plan to progress to College application</b></li></ul>	If an unaccredited registrar

Distant site trainees are advised via a fact sheet of the following:

- **Attendance tracking**
- **Provision of training material**

A letter is also provided to each trainee from the Network Director of Training which highlights the semester attendance requirements.

## ATTENDANCE REQUIREMENTS

The Royal Australian and New Zealand College of Psychiatrists 2012 Fellowship Program Regulations, Policies and Procedures support a 75% attendance rate at the FEC. HNET expects a **minimum** 75% attendance to meet training requirements consistent with RANZCP guidelines, and trainee attendance is reported to the College/Director of Training. A link is emailed to all trainees to provide online feedback of each lecture and completion of this survey is linked to attendance records. Professional conduct is expected in terms of declarations of attendance and random visual attendance checks may also be conducted at any time. Where attendance requirements are not met in any given clinical year, additional sessions/semesters may be required if supported by your DOT to catch up to meet RANZCP requirements for FEC. Typically a catchup session would involve watching a recording of a missed session, a review of the resources, and submission of a 2-page summary of learning to the FEC coordinator. On review, if successful, attendance would be updated to reflect the completed additional session. Each addition session undertaken may incur a fee of \$150 per session.

## FEEDBACK

Feedback surveys for each session are completed by HNET FEC participants. These are collated and reported each semester to the Director of Training, and fed into the Network Governance Committee. Feedback is also passed onto session presenters for their ongoing professional development. The FEC feedback is utilised to identify strengths and weaknesses of the FEC to facilitate any required changes.



## ACKNOWLEDGEMENTS

HNET would like to thank all the facilitators that give so freely of their time and expertise to help our trainees learn. We would also like to acknowledge our Specialist Coordinators of Training, subspecialty leads and supervisors for their input into the HNET FEC.

