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Preface

Training in child and adolescent psychiatry follows an apprenticeship model with extensive, well-supervised clinical and research experience as its foundation. Because child and adolescent psychiatrists work in complex environments with multiple patients, they require a broad appreciation of biological, psychological, developmental and sociocultural issues affecting infants, children, adolescents and families. Thorough knowledge and careful use of the principles of evidence-based practice and outcome evaluation must be accompanied by a humane and ethical approach to the children, adolescents and families seeking care. Emphasis should be given to research-driven data and methods of practice, but trainees should nevertheless be encouraged to reflect on the culture of child psychiatry and to examine historical continuities and discontinuities with the present understanding of child psychiatry.

Unless otherwise stated, 'child/children' means infant, child and adolescent.

The syllabus intends to define, for trainees and educators, the knowledge base that underpins the acquisition of competencies in the specialist area child and adolescent psychiatry and that is required for the RANZCP Certificate of Advanced Training in Child and Adolescent Psychiatry. The content outlined below is intended to inform knowledge acquisition across clinical, informal and formal education settings as well as self-directed learning.

The syllabus is not intended to be prescriptive. Accordingly, in order to be consistent with the principles of adult learning and to reflect the richness and diversity of child and adolescent psychiatry, detailed descriptions of content are intentionally excluded. This also allows for advances in psychiatric knowledge and changing paradigms. It is recognised that local training schemes and formal education courses (FECs) will provide greater levels of specification.

The syllabus is indicative of the breadth of knowledge required. All areas in the syllabus are important and need to be covered; however, not all areas could be expected to be learnt to the same level. To help trainees, FEC coordinators, supervisors and other educators, the rating system utilised in the Stage 1 and 2 syllabuses has been used to indicate the depth of knowledge expected.
Depth of Knowledge

Depth of knowledge as appropriate for Certificate training (not importance of knowledge):

<table>
<thead>
<tr>
<th>AC</th>
<th>WK</th>
<th>IDK</th>
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<tbody>
<tr>
<td>Awareness of concepts</td>
<td>Working knowledge</td>
<td>In-depth knowledge</td>
</tr>
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It is expected the rating system also reflects the learning opportunities available to trainees in Certificate training programs.
Core knowledge in child psychiatry

**Ethics and professionalism**
- Capacity and consent  IDK
- Boundary issues  IDK
- Privacy and confidentiality  IDK
- Relationship with industry  IDK
- Ethics of duality and conflicts of interest  IDK
- Professional standards  IDK
- Continuing professional development (CPD)  IDK
- Advocacy and best interests of the child  IDK
- Human rights and rights of the child  WK

**Information technology**
- Use contemporary information technology  WK

**History**
- History of child psychiatry as it informs current psychiatric practice  WK

**Basic sciences**
- Epidemiology of child and adolescent mental health (including risk and protective factors, continuities and discontinuities)  IDK
- Neurosciences (relevant to the clinical syndromes…)  IDK
  - Neuroanatomy  IDK
  - Neurophysiology  IDK
  - Neurochemistry  IDK
- Underlying principles of genetics and inheritance  IDK
  - Genetics relevant to child and adolescent psychiatric disorder  WK
  - Genetics of paediatric disorders associated with mental health symptomatology  WK

**Normal and abnormal development**
- Normal development throughout the life span (including observations of normal children at all ages)  IDK
- Developmental biology and genetics  IDK
- Developmental psychopathology  IDK
- Normal and abnormal cognitive development  IDK
- Effects of trauma, abuse and neglect on neurodevelopment  IDK
**Psychology and development**

- Theories of infant development including attachment theory IDK
- Psychoanalytic developmental theory IDK
- Learning and related theories IDK
- Cognitive development psychology IDK
- Group theory and group dynamics IDK
- Response to trauma on the child and family (including early developmental trauma and illness) IDK
- Grief and loss and its impact on children and families IDK
- Resilience IDK

**The family and society**

- Dynamics of family functioning (including a broad range of concepts and models) IDK
- Cultural, social, religious and spiritual variations in family function IDK
- Family dysfunction and its effects on children (including parental mental illness, violence, parental discord, divorce and separation) IDK
- Sociology and ethology relating to child psychiatry WK
- Misfortune or disadvantage and its effects on children (including disaster, poverty, war and illness) IDK

**Diversity and Indigenous mental health**

- Scope of diversity including but not limited to culture, sexual orientation, intellectual abilities and developmental stage IDK
- Normative gender/sexual development and diversity IDK
- Cultural differences in the child/adolescent and family’s understanding of mental illness IDK
- Impact of cultural factors including migration on child mental health presentations IDK
- Australian and New Zealand history of colonisation/invasion and the ongoing impact for Indigenous young people and their families IDK
- Local and national Indigenous paradigms including conceptualisation of child mental health problems, specific cultural practices, customs, family/social structures and their impact on presentation and intervention IDK
History taking and examination of child and family

Developmentally sensitive interviewing infants, children and adolescents  IDK
Interviewing parent(s), family members and other informants  IDK
Family interviewing  IDK
Assessment of parenting capacity  IDK
Understanding the concept and challenges of interviewing and assessing the mental state of people with complex communication needs including intellectual, developmental and other disabilities (cognitive, sensory and motor)  IDK
Knowledge of structured interviewing and assessment methods, e.g. ADOS, DISC  WK
Clinical instruments in assessment including commonly used validated instruments  IDK
Developmental assessment including motor, speech/language and educational  WK
Mental status examination relevant to assessment of infants, children and adolescents  IDK
Risk assessment in infants and perinatal psychiatry, children and adolescents  IDK
Physical assessment including neurological assessment relevant to child mental health  IDK
Psychometric assessment  WK
Motivational interviewing  IDK

Assessment and management of psychiatric emergencies

Crisis intervention  IDK

Diagnosis, differential diagnosis and formulation

Diagnosis

History of development of diagnosis and classificatory systems in psychiatry  WK
Taxonomic theory and methods, and current systems of classification (ICD, DSM, DCR 0-3)  IDK
Principles and problems of classification systems  IDK

Differential diagnosis and formulation

Understanding the importance of synthesising collateral information with direct assessment  IDK
Develop a comprehensive differential diagnostic formulation for infants, children, adolescents and adults seen  IDK
Develop a comprehensive management plan taking into account all relevant biological, psychological and sociocultural factors  IDK
Taxonomic theory and methods, and current systems of classification

(International Classification of Diseases, Diagnostic and statistical Manual of Mental Disorders and Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood)

Principles of taxonomy relevant to infants

Clinical syndromes

Trainees are expected to acquire knowledge of the following aspects of the disorders listed below (including those listed in the neurodevelopmental disorders and consultation–liaison psychiatry sections):

Definition, assessment, diagnostic criteria, clinical symptomatology and associated features, family, age, gender and culture-related features, epidemiology, aetiology (biopsychosocial, cultural), course, complications, outcome, differential diagnosis, prevention, assessment, management (biopsychosocial, cultural), psychiatric and medical comorbidities.

Organic psychiatric disorders (including psychiatric manifestations of common childhood genetic and developmental disorders) IDK

Foetal Alcohol Syndrome IDK

Substance dependence and abuse (alcohol, nicotine, cannabis [including its relationship with psychosis], amphetamine-type stimulants, hallucinogens, opioids, inhalants, new and emerging drugs of abuse/dependence) IDK

Substance-induced disorders (mood/psychosis, acute intoxication/withdrawal) IDK

Pharmaceutical drug misuse/abuse/dependence (prescribed and over the counter) IDK

Psychotic disorders in children and adolescents IDK

Mood disorders IDK

Depressive disorders IDK

Anxiety disorders IDK

PTSD IDK

Emerging personality disorders IDK

Adjustment disorders IDK

Somatoform Disorders (see disorders of relevance to CL Child Psychiatry) IDK

Dissociative disorders IDK

Sleep disorders IDK

Perinatal disorders IDK

Eating disorders IDK

Impulse control disorders IDK

Gender identity disorder IDK

Sexually inappropriate behaviour and sexual disorders IDK
Child and adolescent disorders

Attention deficit disorder (see neuropsychiatric disorders)  IDK
Conduct and oppositional defiant disorders  IDK
Separation anxiety disorder  IDK
Selective mutism  IDK
Attachment disorder  IDK
Tic disorders  IDK
Elimination disorders  IDK

Other clinical presentations

Problematic behaviours  IDK
Self-injurious behaviour  IDK
Aggression and violence  IDK
Bullying  IDK
Fire-setting  IDK
Gambling  IDK
Pathological internet use  IDK
Psychological and psychiatric manifestations of trauma  IDK

Neurodevelopmental disorders and psychiatry of intellectual and developmental disabilities

Attention deficit disorder  IDK
Pervasive developmental disorder  IDK
Specific developmental disorders  IDK
Intellectual disability  IDK
Specific issues of assessment of people with intellectual disabilities, including mental health and behaviour, relevance of severity of intellectual disability  IDK
Consideration of the aetiology of the disabilities in the patient, whether congenital and/or acquired, and relevance to the clinical presentation  IDK
Specific issues of management, including adapted psychotropic drug regimens and importance of long-term developmental perspective  IDK
Consultation–liaison psychiatry

Models of care in paediatric CL and role of the CL child psychiatrist IDK
Psychiatric and neuropsychiatric sequelae of paediatric disorders WK
Normal and abnormal illness behaviour in children IDK
Working in paediatric settings in interventions with the treating doctor/team IDK

Disorders of particular relevance to CL child psychiatrist

Paediatric disorders relevant to child psychiatry WK
Psychological factors affecting medical illness IDK
Delirium IDK
Epilepsy WK
Acquired brain injury IDK
Psychiatric illness due to general medical conditions (including side effects of treatments) IDK
Pain disorders and analgesia IDK
Somatoform disorders IDK
Somatisation disorder IDK
Conversion disorder IDK
Hypochondriasis IDK
Factitious disorder, factitious disorder by proxy and malingering IDK
Responses to trauma and medical illness (including chronic medical illness) IDK

Children of parents with mental health disorders

Understanding the issues/problems facing children of parents with mental illness and/or addiction IDK
Knowledge of strategies to assist children of parents with mental illness and/or addiction IDK

Management

Plan, implement, monitor and evaluate a wide range of therapies in individual, family and group modalities

Principles of evidence-based practice in child and adolescent mental health

Inpatient and residential care

Principles of inpatient/residential treatment IDK
Culture and milieu IDK
Advantages and disadvantages of inpatient mental health care in different ages and presentations IDK
Principles of partial hospitalisation and day patient treatment WK
Social

Principles of the recovery philosophy in the child and adolescent mental health setting including promotion of resilience IDK

Principles of stigma, mental health literacy, the role of public education initiatives IDK

School-based primary mental health interventions WK

Working with welfare agencies IDK

Working with disability services IDK

Role of consumer and advocacy groups IDK

Role of social support services (housing, accommodation, non-governmental organisation [NGO] sector individual and group supports IDK

Biological

Principles of paediatric psychopharmacology and prescribing including in specific settings such as CL or patient groups (e.g. IDD) IDK

Legislative requirements as relevant to medication IDK

Off label prescribing IDK

Alternative medications and interventions commonly used in childhood mental health presentations including any potential benefits, interactions and toxicity WK

Antipsychotics IDK

Antidepressants IDK

Mood stabilisers IDK

Anxiolytics IDK

Stimulants and other agents used in management of ADD IDK

Role of alternative and complementary medicines in child and adolescent mental health conditions IDK

Somatic treatments including electroconvulsive therapy (ECT) and transcranial magnetic stimulation (TMS) IDK

Management of physical sequelae and complications of psychiatric illnesses and their treatment IDK

Psychological treatments and psychotherapy

Historical perspective and context of different schools of psychological interventions for families, children and adolescents IDK

Principles of psychological interventions including non-specific factors including rapport building, therapeutic alliance, frame and contract setting IDK

Principles of assessment for all psychotherapy approaches IDK
Understanding the theories, role of, and evidence-based indications for, the major modalities of psychotherapy:

- Supportive therapies  IDK
- Parent counselling and education.  IDK
- Behavioural interventions  IDK
- Cognitive therapies  IDK
- Interpersonal therapy (IPT)  IDK
- Psychodynamic therapies (major schools)  IDK
- Family and systems therapy (major schools)  IDK
- Couples therapy  IDK
- Group therapy (major schools)  IDK
- Mother–infant therapies  IDK

**Perinatal and infant psychiatry**

In addition to areas in the syllabus relevant to infant development and the assessment, diagnosis and management of infant mental health disorders, Certificate trainees should have knowledge of the following areas, relevant to perinatal and infant psychiatry:

- Reproductive psychiatry  WK
- Pre-conception counselling for families with history or mental illness including history of post-natal depression  WK
- Specific issues of assessment and management of mothers during pregnancy and in the perinatal period  WK
- Risk assessment (including risk of infanticide)  IDK
- Use of pharmacology in the perinatal period and while breast-feeding and impacts on infant/child  IDK
- Impact of maternal/paternal mental health on infants and children  IDK
- Assessment of infant development and mental health  IDK
- Sleep and feeding disturbances of infancy  IDK
- Principle of taxonomy relevant to infants  WK
- Evidence-based psychotherapeutic and psychosocial interventions for mother, partners, infants and families  IDK

**Child psychiatry and the law**

Understanding relevant national and local legislation as it applies to children and adolescents including:

- mental health act  IDK
- education  IDK
- child welfare and child protection  IDK
- children and family court  IDK
- disabilities.  IDK
Principles underpinning mental health regulations in children, adolescents and their families

Responsibilities under the mental health act

Relevant common law principles, e.g. capacity, necessity, duty-of-care, duty-to-warn

Knowledge of mandatory reporting requirements (including ethical considerations and health practitioner’s context)

Understanding the role of an expert in legal proceedings (including report writing and giving expert evidence)

Assess the child as witness, victim and offender within the justice system

Children of separation and divorce

**Forensic child psychiatry**

Forensic risk assessment

Principles of psychiatric defences and fitness to plead/stand trial

Forensic mental health systems and services

Juvenile detention and alternatives in correctional psychiatry

**Child protection**

Role of protection legislation and the role of statutory agencies

Child maltreatment and neglect

Parenting assessment

Adoption and fostering

Mental health needs of children in care

**Education**

School consultation and liaison

School refusal and truancy

**Research and evaluation**

Employ relevant research methodology in child psychiatry

Employ relevant outcome evaluation and quality assurance methodology

Evaluate scientific papers in child psychiatry and employ evidence-based methods in clinical practice

Carry out continuous quality improvement strategies including peer review and clinical review
Administration and supervision

Clinical and corporate governance: WK
Clinical leadership and characteristics of good leaders: IDK
Roles and responsibilities of multidisciplinary team and its members: IDK
Role of child psychiatrist in a multidisciplinary team: IDK
Supervision and performance management of multidisciplinary team members: IDK
RANZCP Fellowship and Certificate training supervision: IDK

Public health arena, policy and service

Population-based mental health interventions: WK
Principles of promotion, prevention and early intervention strategies: IDK
Government policy pertaining to the mental health and wellbeing of children: AC
Healthcare economics and ethical distribution of healthcare resources: AC