

Stage 1 syllabus

Document version history

Version N^o	Revision description/reason	Date
v1.4	Reformatted (content numbered)	28/06/12
v1.3	Updated with content identified during Stage 1 blueprinting	23/04/12

Preamble

This document has been prepared with the intent of providing a syllabus for learning for Stage 1 of the Competency-Based Fellowship Program (CBFP). The syllabus intends to define, for trainees and educators, the knowledge base that underpins the acquisition of competencies in Stage 1 and that is required for progression to Stage 2. The content outlined below is intended to inform knowledge acquisition across clinical, informal and formal education settings as well as self-directed learning in accordance with the CBFP framework.

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 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, a rating system has been utilised to indicate the depth of knowledge expected.

Depth of knowledge as appropriate for Stage 1 (not importance of knowledge)

- AC Awareness of concepts
- WK Working knowledge
- IDK In-depth knowledge

It is expected the rating system also reflects the learning opportunities available to trainees in the first stage of training. The rating currently attributed to each area in the syllabus affects Stage 1 training only and the rating may change as training progresses.

There are clinical practice guidelines available on [RANZCP Guidelines and resources for practice](#) which may be useful references.

Content

1	Interviewing and assessment	
1.1.1	Basic principles of interviewing	IDK
1.1.2	Mental state examination (MSE)	IDK
1.1.3	Phenomenology	IDK
1.1.4	Appropriate medical assessment and investigations	IDK
1.1.5	Use of collateral sources	IDK
1.1.6	Impact of cultural context	IDK
1.1.7	Risk assessment	IDK
1.1.8	Formulation	IDK
2	Assessment and management of psychiatric emergencies	IDK
3	Diagnosis and classification	
3.1.1	Systems of classification (ICD, DSM)	IDK
3.1.2	Principles and problems	WK
3.1.3	History of development of diagnosis and classificatory systems in psychiatry	AC
4	Basic sciences	
4.1.1	Neurosciences (relevant to the clinical syndromes...)	WK
4.1.1a	Neuroanatomy	WK
4.1.1b	Neurophysiology	WK
4.1.1c	Neurochemistry	WK
4.1.2	Genetics and inheritance	AC
5	Treatments in psychiatry	
5.1	Social psychiatry	
5.1.1	Principles of the recovery philosophy	AC
5.1.2	Principles of stigma, mental health literacy, the role of public education initiatives	AC
5.1.3	Role of social support services (housing, accommodation, non-governmental organisation [NGO] sector individual and group supports)	AC
5.1.4	Role of non-medical individual and group counselling supports, eg. rape crisis services, veterans' support services	AC
5.1.5	Role of consumer and advocacy groups	AC

5.2	Biological	
5.2.1	Principles of psychopharmacology and prescribing	IDK
5.2.2	Antipsychotics	IDK
5.2.3	Antidepressants	IDK
5.2.4	Mood stabilisers	IDK
5.2.5	Anxiolytics	WK
5.2.6	Electroconvulsive therapy (ECT)	WK
5.3	Psychological	
5.3.1	Basic principles of psychological interventions (including non-specific factors)	IDK
5.3.2	Understanding the principles and application of:	
5.3.3	Supportive psychotherapies	IDK
5.3.4	Psychodynamics	WK
5.3.5	Cognitive-behavioural therapy (CBT)	AC
6	Critical appraisal and basic statistics	
6.1.1	How to evaluate a scientific paper in psychiatry	WK
6.1.2	Fundamentals of statistics relevant to psychiatry	WK
6.1.3	Understanding study designs (quantitative and qualitative)	AC
7	Basic ethics	
7.1.1	Ethics of involuntary treatment	IDK
7.1.2	Boundary issues	IDK
7.1.3	Issues of the exercise of power in psychiatry	IDK
7.1.4	Privacy and confidentiality	IDK
7.1.5	Distribution of healthcare	AC
7.1.6	Relationship with pharmaceutical companies	AC
8	Professionalism	
8.1.1	Importance of personal ethics and integrity	IDK
8.1.2	Importance of maintaining professional standards	IDK
8.1.3	Importance of maintaining personal wellbeing	IDK
9	Mental health and related legislation	
9.1.1	Relevant local mental health legislation	IDK
9.1.2	Responsibilities under the Mental Health Act	IDK
9.1.3	Principles underpinning mental health legislation	WK
9.1.4	Other health legislation (common law)	
	9.1.4a Duty-of-care	WK

9.1.4b	Enduring power of attorney	AC
9.1.4c	Guardianship	AC
9.1.4d	Advance health directives	AC
10	Normal development across the lifespan	
10.1.1	Adolescent	WK
10.1.2	Adult	WK
10.1.3	Early attachment	AC
10.1.4	Infant	AC
10.1.5	Child	AC
10.1.6	Old age	AC
11	Basic psychology	
11.1.1	Responses to trauma (including early-developmental trauma)	WK
11.1.2	Grief and loss	WK
11.1.3	Group theory and group dynamics	WK
11.1.4	Principles of adult learning	AC
11.1.5	Personal learning style	AC
11.1.6	Learning and related theories	AC
11.1.7	Basic principles of cognitive and behaviour therapy	AC
12	Cultural competence	
12.1.1	Impact of cultural factors in clinical practice	WK
13	Patients, families and carers	
13.1.1	History of patient empowerment and 'consumer' and carer movements	AC
13.1.2	Understanding the principles and importance of working with patients, families and carers	AC

14 Specific disorders

In Stage 1, trainees are expected to acquire knowledge of the following aspects of the disorders listed below:

Epidemiology, aetiology (biopsychosocial, cultural), symptomatology, course, assessment, management (biopsychosocial, cultural), psychiatric and medical comorbidities, differential diagnoses.

14.1	Organic psychiatry	
14.1.1	Delirium	WK
14.1.2	Dementia	AC
14.2	Substance dependence	
14.2.1	Acute intoxication	WK
14.2.2	Withdrawal	WK
14.3	Psychosis	
14.3.1	Schizophrenia spectrum disorders	IDK
14.4	Mood disorders	
14.4.1	Bipolar disorder	IDK
14.4.2	Depressive disorders	IDK
14.5	Anxiety disorders	
14.5.1	Panic and phobias	WK
14.5.2	Responses to adversity and trauma (adjustment disorders and post-traumatic syndrome)	WK
14.5.3	Generalised anxiety disorder (GAD)	AC
14.5.4	Obsessive–compulsive disorder (OCD) spectrum	AC
14.6	Personality disorders	
14.6.1	Borderline	IDK
14.6.2	Anti-social	WK
14.6.3	Narcissistic	WK

Appendix

AC – Awareness of concepts

Advance health directives

Basic principles of cognitive and behaviour therapy

Child (normal development)

Cognitive–behavioural therapy (CBT)

Dementia

Distribution of healthcare

Early attachment (normal development)

Enduring power of attorney

Generalised anxiety disorder (GAD)

Genetics and inheritance

Guardianship

History of development of diagnosis and classificatory systems in psychiatry

History of patient empowerment and ‘consumer’ and carer movements

Infant (normal development)

Learning and related theories

Obsessive–compulsive disorder (OCD) spectrum

Old age (normal development)

Personal learning style

Principles of adult learning

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

Principles of the recovery philosophy

Relationship with pharmaceutical companies

Role of consumer and advocacy groups

Role of non-medical individual and group counselling supports, eg. rape crisis services, veterans’ support services

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

Understanding study designs (quantitative and qualitative)

Understanding the principles and importance of working with patients, families and carers

WK – Working knowledge

Acute intoxication

Adolescent (normal development)

Adult (normal development)

Anti-social personality disorder

Anxiolytics

Delirium

Duty-of-care

Electroconvulsive therapy (ECT)

Fundamentals of statistics relevant to psychiatry

Grief and loss

Group theory and group dynamics

How to evaluate a scientific paper in psychiatry

Impact of cultural factors in clinical practice

Narcissistic personality disorder

Neuroanatomy

Neurochemistry

Neurophysiology

Neurosciences (relevant to the clinical syndromes...)

Panic and phobias

Principles and problems (of diagnosis and classification)

Principles underpinning mental health legislation

Psychodynamics

Responses to adversity and trauma (adjustment disorders and post-traumatic syndrome)

Responses to trauma (including early-developmental trauma)

Withdrawal

IDK – In-depth knowledge

Antidepressants

Antipsychotics

Appropriate medical assessment and investigations

Assessment and management of psychiatric emergencies

Basic principles of interviewing

Basic principles of psychological interventions (including non-specific factors)

Bipolar disorder

Borderline personality disorder

Boundary issues

Depressive disorders

Ethics of involuntary treatment

Formulation

Impact of cultural context

Importance of maintaining personal wellbeing

Importance of maintaining professional standards

Importance of personal ethics and integrity

Issues of the exercise of power in psychiatry

Mental state examination (MSE)

Mood stabilisers

Phenomenology

Principles of psychopharmacology and prescribing

Privacy and confidentiality

Relevant local mental health legislation

Responsibilities under the Mental Health Act

Risk assessment

Schizophrenia spectrum disorders

Supportive psychotherapies

Systems of classification (ICD, DSM)

Use of collateral sources