<table>
<thead>
<tr>
<th>Competency Role - Medical expert</th>
<th>Learning Outcomes</th>
<th>Syllabus Refer to Stage 2 Syllabus for more information</th>
<th>Range of Learning &amp; Teaching options</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Conduct a comprehensive, culturally appropriate psychiatric assessment with an emphasis on development of advanced interviewing skills</td>
<td>Conduct a comprehensive psychiatric assessment with an emphasis on development of advanced interviewing skills</td>
<td>Interviewing with sensitivity, including but not limited to, sensitivity to culture, sexual orientation, intellectual abilities and developmental stage Understanding the importance of synthesising informant and corroborative histories and documented histories with direct assessment 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) Principles of interviewing, history gathering and documentation in the general medical setting Basic principles of interviewing children and adolescents Use of collateral sources Family interviewing Knowledge &amp; synthesis of the interaction between substance use and psychiatric symptoms/disorders Assessment and management of risk of harm to others Therapeutic security and levels of security in psychiatric facilities Psychiatric assessment of older adults Functional assessment (ADL/IADL function and issues of risk relevant to the older person) Assessment of social situation, e.g. suitability of living environment, accessibility, social support, elder abuse and exploitation, severe domestic squalor, hoarding Principles of assessment for all psychotherapy approaches Understanding general factors to rapport building, therapeutic alliance, frame and contract setting in psychotherapy and issues of confidentiality and boundaries (including boundary violations and personal disclosure) specific to psychotherapy Specific issues of assessment of people with intellectual disabilities, including mental health &amp; behaviour, relevance of severity of intellectual disability Ethics Specific issues of assessment and management in perinatal psychiatry</td>
<td>ST2-EXP-EPA1 ST2-EXP-EPA3 ST2-EXP-EPA4 ST2-ADD-EPA2 ST2-CAP-EPA2 ST2-ADD-EPA1 ST2-CL-EPA2 ST2-CL-EPA1 ST2-POA-EPA2 ST2-FF-EPA1 ST2-FF-EPA2 FEC</td>
<td>ITA Report x 2 EPAs WBAs</td>
</tr>
<tr>
<td>2 Demonstrate the ability to perform and report a comprehensive mental state examination, which includes cognitive assessment</td>
<td>Conduct an organised psychiatric assessment with a focus on: • MSE with relevant physical and cognitive examination Obtaining collateral history from other sources</td>
<td>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) Personology theory Specific disorders (Stage 2) Specialised cognitive testing eg executive function testing MSE of the child or adolescent Developmental assessment Assessment &amp; management of risk of harm to others Psychiatric assessment of older adults</td>
<td>ST2-EXP-EPA1 ST2-EXP-EPA3 ST2-EXP-EPA4 ST2-ADD-EPA2 ST2-CL-EPA1 ST2-CL-EPA2 ST2-POA-EPA1 ST2-POA-EPA2 ST2-FF-EPA2 Workplace based</td>
<td>ITA Report x 2 EPAs WBAs</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate the ability to integrate available information in order to formulate the patient's condition and make a diagnosis according to ICD or DSM</td>
<td>Use a detailed understanding of the diagnostic system to provide a justification for diagnosis and differential diagnosis, and apply these to a variety of clinical settings and patient groups</td>
<td>Understanding the importance of synthesising informant and corroborative histories and documented histories with direct assessment Understanding the components and limitations of risk assessment, including issues in specific populations, e.g. children and adolescents, older people Diagnosis &amp; classification Principles of psychological interventions (including non-specific factors) Understanding the role of, and evidence-based indications for, the major modalities of psychotherapy (supportive, psychodynamic, cognitive–behavioural, interpersonal, family, group and couples) Ethics Normal development across the lifespan Psychology Specific disorders (Stage 2) Assessment &amp; management of risk of harm to others Therapeutic security and levels of security in psychiatric facilities Functional assessment (including ADL/IADL function and issues of risk particularly relevant to the older person, such as falls) Assessment of social situation, e.g. suitability of living environment, accessibility, social support, elder abuse and exploitation, severe domestic squalor, hoarding Formulation – psychodynamic approaches and other approaches compatible with the other models of psychotherapy Specific issues of assessment &amp; management in perinatal psychiatry Principles of psychological interventions in the consultation-liaison setting Application of psychological techniques to the patient and the treating team Containing distress Impact of illness on normal development Responses to trauma, grief &amp; loss Interpretation of behaviour checklists</td>
<td>ST2-EXP-EPA1 ST2-EXP-EPA3 ST-EXP-EPA4 ST2-CL-EPA1 ST2-CL-EPA2 ST2-ADD-EPA2 ST2-POA-EPA2 ST2-FP-EPA1 ST2-FP-EPA2 Psychotherapy case Psychotherapy experience Supervision Workplace based training Grand rounds FEC</td>
</tr>
</tbody>
</table>

| 4 | Develop, negotiate, implement and evaluate outcomes of a comprehensive | Construct and implement tailored management plans, with supervision, using | Management in psychiatry: • Social • Biological • Psychological | ST2-EXP-EPA1 ST2-EXP-EPA3 ST2-EXP-EPA4 ST2-ADD-EPA1 | ITA Report x 2 EPAs WBAs MCQ Exam |

RANZCP Stage 2 Curriculum Map v1.2
| Evidence based biopsychosociocultural management plan (appropriately revise) | Understanding the components and limitations of risk assessment, including issues in specific populations, e.g. children and adolescents, older people, infants  
Assessment & Management of Psychiatric emergencies  
How to evaluate a scientific paper in psychiatry  
Normal development across the lifespan  
Children of parents with mental health disorders  
Psychology  
Specific disorders  
Knowledge and synthesis of the interaction between substance use and psychiatric symptoms/disorders  
Physical effects of substance use, e.g. Korsakoff’s syndrome, hepatitis  
Assessment & management of risk of harm to others  
Assessment of social situation, e.g. suitability of living environment, accessibility, social support, elder abuse and exploitation, severe domestic squalor, hoarding  
Specific issues of assessment & management in perinatal psychiatry  
Psychotherapies | ST2-ADD-EPA2  
ST2-CL-EPA1  
ST2-CL-EPA2  
ST2-POA-EPA2  
ST2-FF-EPA1  
ST2-FF-EPA2  
ST2-CAP-EPA2  
FEC  
Journal club  
Scholarly project  
Grand rounds  
Workshops  
Conferences | Essay-style Exam |
|---|---|---|---|
| Demonstrate skills in psychotherapeutic, pharmacological, biological and sociocultural interventions to treat patients with complex mental health problems | Undertake the assessment and initial management of psychiatric emergencies in specialty patient groups and a variety of settings  
Assessment & management of psychiatric emergencies  
Basic sciences  
Management in psychiatry:  
• Biological  
• Psychological  
Psychology  
Specific disorders  
Specific issues of assessment & management in perinatal psychiatry  
Risk management  
Psychotherapy treatments | ST2-CL-EPA1  
ST2-CL-EPA2  
ST2-POA-EPA2  
ST2-ADD-EPA2  
ST2-EXP-EPA1  
ST2-EXP-EPA3  
ST2-EXP-EPA4  
ST2-FF-EPA1  
FEC  
Workplace based training  
Supervision  
Psychotherapies  
Skills workshops | ITA Report x 2 EPAs  
WBAs  
MCQ Exam  
Essay-style Exam  
Psychotherapy cases |
| Demonstrate the ability to integrate and appropriately manage the patient’s physical health with the assessment and management of their mental health problems | Generate a broad formulation incorporating relevant theoretical constructs to inform a management plan, and apply these to a variety of clinical settings and patient groups  
Assessment & management of psychiatric emergencies  
Biological management in psychiatry  
Specific disorders  
Focused medical assessment and investigations in the medically ill  
Appropriate medical assessment and investigations in Child & Adolescent Psychiatry  
Physical effects of substance use, e.g. Korsakoff’s syndrome, hepatitis  
Investigations specific to substance use, e.g. blood-borne viruses, urine drug screening (UDS)  
Substance dependence & physical illness  
Pain assessment & management options  
Neuroimaging in older people (including an appreciation of the range of normal findings in older people on CT and MRI structural scans) | ST2-CAP-EPA1  
ST2-CL-EPA1  
ST2-CL-EPA2  
ST2-EXP-EPA1  
ST2-EXP-EPA3  
ST2-EXP-EPA4  
ST2-ADD-EPA1  
ST2-POA-EPA2  
FEC  
Grand rounds | ITA Report x 2 EPAs  
WBAs  
MCQ Exam  
Essay-style Exam |
|   |   | Functional assessment (including ADL/IADL function and issues of risk particularly relevant to the older person, such as falls)  
Perinatal risk assessment (including risk of infanticide)  
Knowledge & synthesis of the interaction between substance use and psychiatric symptoms/disorders |   |
|---|---|---|
| 7 | Demonstrate the ability to critically appraise and apply contemporary research, psychiatric knowledge and treatment guidelines to enhance patient outcomes | Engage in critical reflection and self-monitoring during clinical practice, integrating and translating new knowledge and skills into changes in clinical practice | Diagnosis & classification  
Basic sciences  
Management in psychiatry:  
• Social  
• Biological  
• Psychological  
Critical appraisal & basic statistics  
History of psychiatry as it informs current psychiatric practice  
History of patient empowerment and ‘consumer’ and carer movements  
Specific disorders  
Knowledge of harm minimisation strategies and public health interventions e.g. needle exchanges  
Assessment & management of risk of harm to others  
Neuroimaging in older people (including an appreciation of the range of normal findings in older people on CT and MRI structural scans)  
Specific issues of assessment & management in perinatal psychiatry |
|   |   | ST2-EXP-EPA3  
ST2-EXP-EPA4  
ST2-ADD-EPA2  
ST2-CL-EPA1  
ST2-FP-EPA1  
ST2-POA-EPA2  
FEC  
Journal club  
Scholarly project  
Teaching junior doctors & other health professionals | ITA Report x 2  
EPAs  
WBAs  
MCQ Exam  
Essay-style Exam |
| 8 | Demonstrate the ability to appropriately apply mental health and related legislation in patient care | Undertake designated tasks under the mental health legislation and other applicable legislation (Guardianship, Advance Directives, Forensic mental health, legislation relevant to other aspects of mental health and health care service provision) under supervision. | The Law  
Principles underpinning mental health legislation  
Understanding relevant local legislation as it applies to specific groups of patients  
Assessment & management of psychiatric emergencies  
Ethics  
Knowledge of harm minimisation strategies and public health interventions e.g. needle exchanges  
Pharmaceutical drug misuse/abuse/dependence |
|   |   | ST2-ADD-EPA1  
ST2-EXP-EPA2  
ST2-EXP-EPA3  
ST2-EXP-EPA4  
ST2-CL-EPA1  
ST2-FP-EPA1  
ST2-POA-EPA2  
FEC  
Workshops  
Supervision  
Workplace based training  
Teaching junior doctors | ITA Report x 2  
EPAs  
WBAs  
MCQ Exam  
Essay-style Exam |
| 9 | Understanding the principles of report writing and legal terms with regards to relevant legislation | The Law  
Responsibilities under the Mental Health Act  
Understanding of the role of an expert in legal proceedings (including report writing and giving evidence)  
Ethics  
Knowledge of harm minimisation strategies and public health interventions e.g. needle exchanges  
Opioid substitution therapies  
Knowledge of pharmaceutical drug misuse (including over the counter medications) | ST2-ADD-EPA1  
ST2-EXP-EPA2  
FEC  
Workshops  
Supervision  
Workplace based | ITA Report x 2  
EPAs  
WBAs |
<table>
<thead>
<tr>
<th>Competency Role - Communicator</th>
<th>Learning Outcomes</th>
<th>Syllabus Refer to Stage 1 Syllabus for more information</th>
<th>Range of Learning &amp; Teaching options</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate the ability to communicate effectively with a range of patients, carers, multidisciplinary teams, general practitioners, colleagues and other health professionals</td>
<td>Adapt verbal and non-verbal communication to suit a wider range of professional settings, both clinical and non-clinical.</td>
<td>ST2-EXP-EPA1, ST2-EXP-EPA3, ST2-EXP-EPA4, ST2-ADD-EPA2, ST2-POA-EPA1, ST2-POA-EPA2, ST2-CAP-EPA1, ST2-CAP-EPA2, ST2-CL-EPA1, ST2-CL-EPA2, ST2-POA-EPA1</td>
<td>ITA Report x 2 EPAs, WBAs</td>
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<td>Interviewing with sensitivity, including but not limited to, sensitivity to culture, sexual orientation, intellectual abilities and developmental stage</td>
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<td>Understanding the importance of synthesising informant and corroborative histories and documented histories with direct assessment</td>
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<td>Assessment &amp; management of psychiatric emergencies</td>
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<td>Children of parents with mental health disorders</td>
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<td>Use of collateral sources</td>
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<td>Family interviewing</td>
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<td>Systemic issues of patients, families, carers and wider systems</td>
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<td>Pain assessment &amp; management options</td>
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<td>Assessment of social situation e.g. suitability of living environment, accessibility, social support, elder abuse and exploitation, severe domestic squalor, hoarding</td>
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<td>Principles of assessment for all psychotherapy approaches</td>
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<td>Understanding general factors to rapport building, therapeutic alliance, frame and contract setting in psychotherapy and issues of confidentiality and boundaries (including boundary violations and personal disclosure) specific to psychotherapy</td>
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<td>Interviewing with cultural sensitivity</td>
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<td></td>
<td>Specific cultural practices, customs and social structures and their impact on mental illness presentation and intervention</td>
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<tr>
<td>2</td>
<td>Appropriately adapt assessment and management to the needs of culturally and linguistically diverse populations</td>
<td>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)</td>
<td>ST2-EXP-EPA1, ST2-EXP-EPA3, ST2-CAP-EPA2, ST2-POA-EPA1, FEC, Workshops, Supervision, Workplace based training, Participation in multidisciplinary teams</td>
<td>ITA Report x 2 EPAs, WBAs</td>
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<tr>
<td></td>
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<td>Systemic issues of patients, families, carers and wider systems</td>
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<td>Interviewing with cultural sensitivity</td>
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<tr>
<td>3</td>
<td>Demonstrate the ability to provide clear, accurate, contextually appropriate written communication about the patient’s condition</td>
<td>Prioritise and synthesise information, and communicate this accurately and succinctly, in a variety of settings.</td>
<td>ST2-EXP-EPA4, ST2-ADD-EPA2, ST2-POA-EPA1, ST2-POA-EPA2, ST2-CL-EPA1, ST2-CL-EPA2</td>
<td>MCQ Exam, Essay-style Exam</td>
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<tr>
<td></td>
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<td>Systemic issues in Consultation-Liaison Psychiatry: Role of Consultation–Liaison psychiatrist</td>
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<td>Models of care in the general medical setting (consultation versus liaison)</td>
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<tr>
<td>Competency Role - Collaborator</td>
<td>Learning Outcomes</td>
<td>Syllabus Refer to Stage 1 Syllabus for more information</td>
<td>Range of Learning &amp; Teaching options</td>
<td>Assessment</td>
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</tbody>
</table>
| 1                             | Demonstrate the ability to work respectfully with patients, families, carers, carer groups and non-government organisations | Identify barriers and apply techniques to maintain and enhance therapeutic relationships | Management in psychiatry:  
- Social  
- Biological  
- Population  
Children of parents with mental health disorders  
Use of collateral sources  
Family interviewing  
Systemic issues with patients, families, carers and wider systems  
Pain assessment and management options  
Assessment of social situation e.g. suitability of living environment, accessibility, social support, elder abuse and exploitation, severe domestic squalor, hoarding  
Understanding general factors to rapport building, therapeutic alliance, frame and contract setting in psychotherapy and issues of confidentiality and boundaries (including boundary violations and personal disclosure) specific to psychotherapy  
Interviewing with cultural sensitivity  
Specific cultural practices, customs and social structures and their impact on mental illness presentation and intervention  
Working autonomously, and in partnership with, limited community support services | ST2-FP-EPA1  
ST2-CL-EPA2  
Supervision  
Workplace based training  
Participation in multidisciplinary teams  
Psychotherapy case | ITA Report x 2 EPAs  
WBAs  
Psychotherapy case |
| 2                             | Demonstrate the ability to use interpersonal | Identify barriers and apply techniques to maintain and enhance | Acceptance and commitment therapy  
Patients, families, carers and wider systems | ST2-EXP-EPA1  
ST2-EXP-EPA4  
ST2-CL-EPA1 | ITA Report x 2 EPAs  
WBAs |
| 3 | Demonstrate the ability to work effectively with other psychiatrists, within multidisciplinary teams and with other health professionals | Recognise and apply theories of group participation in multidisciplinary and multi-agencies settings | Ethics  
Systemic issues with patients, families, carers and wider systems  
Pain assessment and management options  
Working autonomously, and in partnership with, limited community support services  
Assessment & management of psychiatric emergencies  
Role of the consultation-liaison psychiatrist  
Models of care in the general medical setting (consultation vs liaison) | ST2-EXP-EPA1  
ST2-EXP-EPA4  
ST2-ADD-EPA2  
ST2-POA-EPA1  
ST2-POA-EPA2  
ST2-CAP-EPA2  
ST2-CL-EPA1  
ST2-CL-EPA2  
Supervision  
Participation in multidisciplinary teams  
Teaching junior doctors  
Workplace based training | ITA Report x 2 EPAs  
WBAs |
| 4 | Demonstrate the ability to work within relevant health systems and with government agencies | Recognise and apply theories of group participation in multidisciplinary and multi-agencies settings | Assessment & management of psychiatric emergencies  
Ethics  
The Law  
Children of parents with mental health disorders  
Patients, families, carers and wider systems  
Opioid substitute therapies  
Knowledge of pharmaceutical drug misuse (including over the counter medications)  
Therapeutic security and levels of security in psychiatric facilities  
Consideration of the aetiology of the disabilities in the patient, whether congenital and/or acquired, and relevance to clinical presentation  
Working autonomously, and in partnership with, limited community support services | ST2-EXP-EPA1  
ST2-EXP-EPA3  
ST2-EXP-EPA4  
ST2-CL-EPA1  
ST2-CL-EPA2  
ST2-POA-EPA1  
ST2-POA-EPA2  
ST2-ADD-EPA2  
ST2-FP-EPA1  
ST2-FP-EPA2  
FEC  
Supervision  
Workshops  
Seminars  
Participation in committees  
Participation in multidisciplinary teams | ITA Report x 2 EPAs  
WBAs |
<table>
<thead>
<tr>
<th>Competency Role - Health Advocate</th>
<th>Learning Outcomes</th>
<th>Syllabus</th>
<th>Range of Learning &amp; Teaching options</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong> Demonstrate the ability to perform appropriate management and administrative tasks within the health care system</td>
<td>Demonstrate decision making based on own workload, patient needs, access to services and cost implications</td>
<td>Professionalism</td>
<td>ST2-EXP-EPA1 ST2-POA-EPA2 ST2-CL-EPA1 ST2-CAP-EPA1 FEC Supervision Workplace based training Participation in multidisciplinary teams</td>
<td>ITA Report x 2 EPAs WBAs</td>
</tr>
</tbody>
</table>
| **1** Demonstrate the ability to use expertise and influence to advocate on behalf of patients, their families and carers | Describe health inequalities and disparities in relation to broader health issues to mobilise additional resources when needed | Management in psychiatry:  
  - Social  
  - Population  
  Ethics  
  Children of parents with mental disorders  
  History of patient empowerment and consumer and carer movements  
  Systemic issues in patients, families, carers and wider systems  
  Stigma associated with addiction  
  Familiarity with the Australian and New Zealand history of colonisation/invasion and the ongoing impact for Indigenous people today  
  Familiarity with the Indigenous world view, often contrasted as being holistic in comparison with the more categorical ‘Western’ world view  
  Specific cultural practices, customs and social structures and their impact on mental illness presentation and intervention | ST2-EXP-EPA1 ST2-EXP-EPA4 ST2-CL-EPA1 ST2-CL-EPA2 ST2-POA-EPA1 ST2-FP-EPA1 FEC Supervision Workplace based training | ITA Report x 2 EPAs WBAs |
| **2** Advocate for mental health within clinical settings and the broader community | Management in psychiatry:  
  - Social  
  History of patient empowerment and consumer and carer movements  
  Stigma associated with addiction  
  Familiarity with the Australian and New Zealand history of colonisation/invasion and the ongoing impact for Indigenous people today  
  Familiarity with the Indigenous world view, often contrasted as being holistic in comparison with the more categorical ‘Western’ world view  
  Specific cultural practices, customs and social structures and their impact on mental illness presentation and intervention | ST2-POA-EPA1 ST2-POA-EPA2 ST2-ADD-EPA1 ST2-FP-EPA1 FEC | | ITA Report x 2 EPAs WBAs |
| **3** Demonstrate the ability to understand and apply the principles of prevention, promotion, early | Describe the principles of prevention, promotion, early | Management in psychiatry:  
  - Social  
  - Population | ST2-EXP-EPA3 ST2-EXP-EPA4 ST2-ADD-EPA2 | ITA Report x 2 EPAs WBAs |

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<table>
<thead>
<tr>
<th>Competency Role - Scholar</th>
<th>Learning Outcomes</th>
<th>Syllabus Refer to Stage 1 Syllabus for more information</th>
<th>Range of Learning &amp; Teaching options</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Demonstrate commitment to lifelong learning</td>
<td>Develop and present a professional development plan</td>
<td>Basic Sciences</td>
<td>ST2-EXP-EPA1, ST2-EXP-EPA4, ST2-ADD-EPA2, ST2-CL-EPA1, ST2-POA-EPA2, Participation in FEC, Teaching junior doctors, Journal club, Supervision, Grand rounds, On-line learning, CPD modules</td>
<td>ITA Report x 2 Scholarly project EPAs, WBAs, MCQ Exam, Essay-style Exam</td>
</tr>
<tr>
<td>2 Demonstrate the ability to educate and encourage learning in colleagues, other health professionals, students, patients, families and carers</td>
<td>Apply principles of teaching and learning during case presentation, journal club and other professional presentations</td>
<td>Management in psychiatry: • Social, Critical appraisal and basic statistics, Psychology, Systemic issues in consultation-liaison psychiatry</td>
<td>ST2-EXP-EPA1, ST2-EXP-EPA4, ST2-CAP-EPA1, ST2-CL-EPA1, ST2-CL-EPA2, ST2-POA-EPA2, ST2-ADD-EPA2, FEC, Present at conferences, workshops, seminars, Run journal clubs, Present at grand rounds, Teaching junior doctors, Supervision</td>
<td>ITA Report x 2 EPAs, WBAs</td>
</tr>
<tr>
<td>3 Develop the skills to provide effective feedback</td>
<td></td>
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<td>Assist junior doctors in development of training plans, Develop own training plan</td>
<td>ITA Report x 2 EPAs, WBAs</td>
</tr>
<tr>
<td>Competency Role - Professional</td>
<td>Learning Outcomes</td>
<td>Syllabus</td>
<td>Range of Learning &amp; Teaching options</td>
<td>Assessment</td>
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<tr>
<td>1 Demonstrate ethical conduct and practice in relation to patients, the profession and society</td>
<td>Identify the influence of industry and resource availability in local services, financing agencies and others, and the impact on professional practice and patient care</td>
<td>Management in psychiatry:  - Biological Ethics  - Professionalism  - Systemic issues in consultation-liaison psychiatry  - Pharmaceutical drug misuse/abuse/dependence</td>
<td>ST2-EXP-EPA1  ST2-EXP-EPA3  ST2-EXP-EPA4  ST2-CAP-EPA2  ST2-POA-EPA1  ST2-POA-EPA2  ST2-FF-EPA1  ST2-FF-EPA2  ST2-CL-EPA1  ST2-CL-EPA2  ST2-ADD-EPA1  FEC  Supervision  Workplace based training  Journal club  Committee experience</td>
<td>ITA Report x 2 EPAs WBAs</td>
</tr>
<tr>
<td>2 Demonstrate integrity, honesty, compassion and respect for diversity</td>
<td></td>
<td>Ethics  - Professionalism  - Psychological treatments in psychiatry</td>
<td>ST2-EXP-EPA1  ST2-EXP-EPA3  ST2-EXP-EPA4  ST2-FF-EPA1  ST2-FF-EPA2  ST2-CL-EPA1  ST2-CAP-EPA2  ST2-ADD-EPA1  Supervision  Workplace based training</td>
<td>ITA Report x 2 EPAs WBAs</td>
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<tr>
<td>3</td>
<td>Demonstrate reflective practice and the ability to use and provide feedback constructively</td>
<td>Independently self-evaluate strengths and weaknesses, and identify strategies to address areas for development</td>
<td>Professionalism Psychology Psychological treatments in psychiatry</td>
<td>ST2-EXP-EPA3 ST2-EXP-EPA4 ST2-PP-EPA1 ST2-CL-EPA1</td>
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<tr>
<td>4</td>
<td>Demonstrate the ability to balance personal and professional priorities to ensure sustainable practice and well being</td>
<td>Develop and apply skills to effectively manage the balancing of personal and professional priorities</td>
<td>Professionalism Therapeutic security and levels of security in psychiatric facilities Psychological treatments in psychiatry Impact of small community living on presentation of mental illness and intervention Working autonomously, and in partnership with, limited community support services</td>
<td>ST2-CL-EPA1 Supervision FEC Workshops &amp; seminars</td>
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<td>5</td>
<td>Demonstrate awareness and maintenance of personal safety in the working environment</td>
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<td>Develop a personal safety plan On-line safety module: ‘Orientation to hospital safety procedures’</td>
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<td>EPA</td>
<td>Entrustable Professional Activity</td>
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RANZCP Stage 2 Curriculum Map v1.2